

STEM+C
5E Model Lesson Plan

Grade Level: 4 th Grade		
Unit Title: Florida's Diversity		
Lesson Number: 1		
Collection Number: 1		
Established Goals (STANDARDS)		
English Language Arts (ELA)	Science	Social Studies
<ul style="list-style-type: none"> • LAFS.4.W.1.2 • LAFS.4.RI.3.7 • LAFS.4.RI.1.2 • LAFS.4.RI.2.4 	<ul style="list-style-type: none"> • SC.4.L.17.4 • SC.4.N.1.1 • SC.4.N.1.2 • SC.4.N.1.6 • SC.4.N.3.1 	<ul style="list-style-type: none"> • SS.4.G.1.1 • SS.4.G.1.2 • SS.4.G.1.4
Materials Needed:		
<ul style="list-style-type: none"> • Computer • Projector • TIME Magazine Video: Pythons Devour Florida – Help Wanted • Florida Studies – Social Studies textbook • Relief Map Materials (see directions for relief map you select) 		
Time to Complete the Lesson: 90 minutes		
Lesson Essential Question: What are the essential map components and how do they help us understand places?		
Lesson Objectives:		
<ul style="list-style-type: none"> • Students will be able to develop a clear understanding of the main components of a map • Create and label a 3-D relief map of the Everglades • Summarize in a written paragraph the key components of their relief map using domain specific vocabulary 		
Key Vocabulary:		
English Language Arts (ELA)	Science	Social Studies
Main Idea Details Domain Specific Vocabulary Summarize	Everglades Invasive species Native species	Title Maps Map legend Compass rose Cardinal directions Intermediate directions Map scale Legend Symbols
ENGAGE (Spark student interest, make connections between past and present knowledge; ex: hands-on activity, video clip, article, photograph, etc.):		

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TIME Magazine Video: [Pythons Devour Florida – Help Wanted](#)

- Show students a video regarding the Burmese Python’s effects on the Florida Everglades, especially the Marsh Rabbit.
 - The video is about 4:54 minutes
 - There is a scene at 0:12 seconds in the video of a python jumping at and wrapping around a rabbit. You could avoid this scene by starting the movie at 0:19 seconds.
 - There is a dead red fox shown at 4:27 that you may need to address with your students.
- Questions for discussion after the video:
 - How have the Burmese python effected the Everglades? (*both positive and negative effects*)
 - How have humans effected the Everglades? (*both positive and negative effects*)
 - What steps can humans take to repair the damage that has occurred to the Everglades?
 - Who can the people of Florida enlist to help repair the damage that has occurred to the Everglades?

EXPLORE (Students work together on an interactive activity; students begin constructing knowledge):

GRASP Introduction Letter

- Tell students that they have an opportunity to learn how to help save the Everglades from an invasive species.
- Read the letter to the students
- Have students generate the information they think they will need to learn to complete the final project.
 - Point out to students that they may feel strongly about this topic so you want them to set up two pages next to each other in their journal that they will use to track their opinions and facts as they are collected.
 - Give them the opportunity to add a few facts they have learned from the video.
 - You will refer to this page throughout the module and add to it.
 - At intervals, have students label the statements as facts or opinion (non-facts)

EXPLAIN (Students explain their thinking, misconceptions addressed here, teacher introduces vocabulary):

Florida Studies – Social Studies Textbook, pages 10 – 13

- Read, discuss, and take notes on pages 10 – 13 in *Florida History* textbook.
 - The class will engage in Tier 1 instruction relating to Main Idea/Details as they move through the text.
 - Use the ACTIVE TEACHING guidelines.
- Questions for discussion:
 - Why is it important to learn how to read maps?
 - What are some tools that are used to help us find directions?
 - How do you use a map legend?
 - How has the development of maps impacted the environment? (both positive and negative effects)

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ELABORATE/EXTEND (Students apply new learning to a new or similar situation)

Relief Map of the Florida Everglades – [Everglades Map](#)

- Students work in collaborative teams to build a relief map of the Florida Everglades.
 - This activity will take a few days to complete.
 - Groups can work during center rotations or during whole group as the teacher circulates and assists.
 - The teacher may want to circulate and assist for the first few days and then allow the groups to work independently to complete the short project.
- There are several ways to make relief maps depending on your budget. Directions from several sources have been linked below. Use the version that fits your supplies and class time.
- You will need to allow the relief map time to dry before adding any details, like labels.
 - Social Studies Learning Village – using Celluclay: [Teacher Guide](#), Student [Directions](#), [Samples](#)
 - Ms. Dunlap in California – salt map: Teacher / Student [Directions](#)
 - Play dough map [suggestions](#) from online
- The relief map must be developed and labeled with the domain specific vocabulary associated with the *Florida History* text.
 - The teacher may add additional specific locations to label, such as: bodies of water, Visitor Centers, major ecosystems etc.
 - The students will independently summarize the details of their relief maps in paragraph form using domain specific vocabulary.
- Students will continue to add to this relief map through the next few lessons.

SUPPLEMENTAL SUGGESTION:

Students will create a compass rose at home using only “found” items. Cardinal and intermediate directions must be labeled. Creativity is rewarded when choosing the materials for the compass rose.

EVALUATE (Students demonstrate understanding; can be written, verbal, visual, or performance/task)

- Assess student relief maps using the provided [rubric](#). ([Excel version](#), if you wish to edit)
- The students will respond to the following question in their journals:
 - How has the development of maps impacted the environment? (both positive and negative effects)
- Assign and review all vocabulary from the text

Observation of Journal:

Monitor student responses and summaries regarding their relief maps and discussion questions
Observe student’s oral discussion responses both during whole group and in collaborative small groups.

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ESOL Strategies:

ESOL Strategies Matrix

A. Accommodations

- A1 Heritage Dictionary
- A2 Heritage Language (L1) Support
- A3 Flexible Scheduling
- A4 Flexible Setting
- A5 Flexible timing

B. Clear Communication

- B1 Concise Language
- B2 Clear Directions
- B3 Enunciation
- B4 Pauses & Pacing
- B5 Pointing
- B6 Repeating/Paraphrasing
- B7 Gestures
- B8 Show Examples & Non-Examples
- B9 Demonstrations
- B10 Anecdote/Storytelling

C. Assessments

- C1 Rubrics
- C2 Presentations
- C3 Portfolio
- C4 Checklist
- C5 Labeling
- C6 Interview
- C7 Response Cards
- C8 Oral Assessment
- C9 Observation
- C10 Context Embedded Text
- C11 Voting Devices
- C12 Cloze Test
- C13 Visual Representations
- C14 Self/Peer Assessment
- C15 Samples
- C16 Sentence Frames

D. Vocabulary

- D1 Etymology/Cognates
- D2 Semantic Feature Analysis
- D3 Context Clues
- D4 Tier 2/ Tier 3 Analysis
- D5 Interactive Word Walls
- D6 Vocabulary Games
- D7 Multiple Meanings
- D8 Phonology
- D9 Vocabulary Banks

E. Collaboration & Conversation

- E1 Heterogeneous Grouping (Language/Content Readiness, Learner Profiles, & Interests)
- E2 Homogeneous Grouping (Language/Content Readiness, Learner Profiles, & Interests)
- E3 Jigsaw
- E4 Peer Pair
- E5 Reader's Theater
- E6 Think/Pair/Share
- E7 Academic Games
- E8 Group Presentation/Projects
- E9 Socratic Seminar
- E10 Panel Discussion
- E11 Debate/Defend with Evidence

F. Metacognitive & Metalinguistic

- F1 L1 Transfer
- F2 Mnemonic Devices
- F3 Dialogue Journals
- F4 Self-Correction
- F5 Self-Evaluation
- F6 Self-Monitoring
- F7 Peer Editing
- F8 Associations

G. Context Embedded Supports & Close Reading

- G1 Activation and/or Building Prior Knowledge
- G2 Chunking Text
- G3 Annotations & Symbols
- G5 Ask Clarifying Questions
- G6 Modeling
- G7 Read Aloud
- G8 Think Aloud
- G9 Multimodal Tests
- G10 Visualization/ Illustration
- G11 Summarizing
- G12 Dramatic Enactments/ Role Play
- G13 Identify Key Concepts
- G14 Similarities & Differences
- G15 Language Experience Approach
- G16 Note-Taking/ Outline Notes
- G17 Question-Answer-Relationship (QAR)
- G18 Reading with Specific Purpose
- G19 Reread Text

G20 Text Features & Structural Analysis

- G21 Survey, Question, Read, Recite, Review (SQ3R)
- G22 Text Connections
- G23 Total Physical Response (TPR)
- G24 Vary Complexity of Assignment
- G25 Realia/ Manipulatives
- G26 Captioning

H. Multimodal & Multimedia

- H1 Audio-Visual Applications
- H2 Digital Books
- H3 Computer Software
- H4 Document Camera
- H5 Interactive White Board
- H6 Tablet/ Interactive Devices
- H7 Language Master
- H8 Video/ Film/ CD/ MP3
- H9 Digital Simulations
- H10 Translation Devices

I. Advance Organizers

- I1 Charts (Flowcharts, T-Charts, Etc.)
- I2 Anticipation Guides
- I3 Cornell Notes
- I4 Digital Tools/Software
- I5 Foldables
- I6 Graphs/Diagrams
- I7 K-W-L
- I8 Reading and Analyzing Non-Fiction (RAN)
- I9 Notes TM
- I10 Webbing/ Mapping
- I11 Story Maps
- I12 Timelines
- I13 Venn Diagrams
- I14 Vocabulary Improvement Strategy (VIS)

J. Additional Resources

- J1 Art Integration
- J2 Community Resources
- J3 Cultural Sharings
- J4 Celebrations
- J5 Field Trips
- J6 Guest Speakers
- J7 Holiday Programs
- J8 Multicultural Resources
- J9 Music/ Songs/ Jazz Chants

ESE Strategies:

ESE Interventions & Accommodations:

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|-------------------------------|-------------------------------------|---|---|
| 1. Teacher-Student Conference | 2. Outlined Notes | 3. Proximity Control | 4. Peer Tutoring/Study Buddy |
| 5. Specialized equipment | 6. Flexible Setting | 7. Preferential Seating | 8. Flexible Scheduling & Extra Time |
| 9. Small Group for testing | 10. Read directions | 11. Reduced Assignments | 12. Highlight/Underline/Circle key info & key vocab |
| 13. Open Notes/Book Test | 14. Lessons Broken to small segment | 15. Flexible Presentation (repeat, clarify, paraphrase, summarize directions) | |
| 16. Differentiated test | 17. ESL/ESE/Reading Specialist | 18. Redo/Correct Assignments& Test pull out. | |