**Everglades Physical Characteristics Lesson Plan**

\*The following information was provided to preservice teachers. The lesson below was a part of a series of lesson plans that students created to build upon one another.

You are an inclusion special education teacher in a 5th grade classroom. Two of your students have IEPs. Maria has a specific learning disability. She has difficulties with reading fluency and comprehension. Ed has ADHD. He is easily distracted.

You have been provided the attached ELA lesson plan based on the book Everglades by Jean Craighead. Although this an informational text, the language is poetic as is the use of imagery. The language and illustrations describe the beauty and diversity of the Everglades and how it was ruined by people draining the water and building farms and cities on what used to be the Everglades. The children are given the charge of restoring the Everglades to its former spectacular natural beauty.

Teacher Name: Missy Teacher

Date: 3/3/18

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| **LESSON TITLE: Everglades Physical Characteristics** |
| **Standards of Learning: Physical Characteristics and Vocabulary**  Common Core ELA Standards: RI.5.2, RI.5.3, RI.5.4, RI.5.7 RI.5.8, RI.5.9, RI.5.10; RF.5.3, RF.5.4; W.5.2, W.5.7, W.5.9; SL.5.1; L.5.1, L.5.2, L.5.5, L.5.6 |
| **Grade level, student audience**   * 5th grade students |
| **Objective** |
| * Students will be able to describe the physical characteristics of the Everglades and connect these characteristics with new vocabulary words. |
| **Lesson Assessment** |
| * Teacher will have checklist and will mark if students can describe the physical characteristics of the Everglades and can connect these characteristics to vocabulary words learned in previous lesson. * Previous vocabulary words: Scurried, pondered, myriad. * Physical Characteristics:   Scurried- “The mice and insects scurried across the grass.”  Pondered- “I pondered if it would be safe to swim in the Everglades.”  Myriad- “The Everglades were home to a myriad of animals.”   * Essential Questions:   + Can you recall how the Everglades looked in the book?   + How would you describe the Everglades?   + What are physical characteristics?   + Can you/we recall the three vocabulary words from last lesson?   + How is (vocabulary word) related to the Everglades? |
| **Opening** |
| * I want you to take a moment to close your eyes and picture our book *The Everglades* by Jean Craighead George. Can you recall how the Everglades looked in our book? Keep all the images in your mind as we will be talking about what we saw and read from the book today. |
| **I Do** |
| * Think Aloud: “*When I close my eyes, and I think about the Everglades, I can see the pictures and I can hear in my head the way the author describes the Everglades. I picture a lot of animals, beautiful colors, water, and sawgrass*”. I want to try and relate what I see to a vocabulary word I learned last lesson. “*I remember for my example last lesson I used the word enormous. Enormous means a large amount*”. I want to relate the term enormous in the context to what the Everglades look like. I will complete think alouds such as, “*When I looked at the pictures in the book I saw a lot of sawgrass. So, I can say there was an enormous amount of sawgrass*”. On my own sheet of paper, I am going to do a quick drawing of sawgrass. I am going to write enormous at the top of my paper so I can remember that there was an enormous amount of sawgrass in the Everglades.” |
| **We Do** |
| * “*I have shown you what I think of when I picture the Everglades. Now I want to ask you, how would you describe the Everglades*? (Allow time for students reply). “*<insert students name>, that is a great answer <rephrase answer>”*! * *“When we describe what something looks like, those are its physical characteristics. <pick a student>, please tell me what are physical characteristics, again*? (Allow time for students reply). If some students do not respond, I will make sure they are reengaged by asking them to describe a physical characteristic of themselves or of teacher. “*<insert students name>, that is a great answer <rephrase answer>”*. * “*Hand raiser helper, please tell me one of the three vocabulary words from last lesson*”? Students will respond if called on. If they do not know teacher will scaffold them to the vocabulary word by giving the definition of the word.   + Once a vocabulary term is recalled, the teacher will go back over the definition so the students have the definition fresh in their minds and can use the definition to help them relate the word to a physical characteristic. * “*So, our three vocabulary words were scurried, pondered, and myriad. How do you think we could relate scurried to the Everglades*”? (   + This is an open question. If a student raises their hand to answer, I will call on them to respond and help scaffold if incorrect. If no students respond after 5 second pause then I will explain. “*Last lesson I mentioned how mice and insects scurry. Mice and insects need a large open area to scurry, and in this book, it talked about how there was a big area of sawgrass. Using this information, we could use the physical characteristic of sawgrass and our vocabulary term scurried together to say, the mice and insects scurried in the sawgrass. Seeing how we put together scurried and sawgrass, how do you think we could relate pondered to the Everglades?”* (Open question). * I will pick on a student who has a hand raised, or will call on a student. I will scaffold if needed by reminding student of the definition and what they might have to think carefully about when it comes to the physical characteristics of the Everglades. Once student(s) answer I will respond with my own sentence. I will focus on the water in the Everglades as my physical characteristic. I will say, “*I pondered if it would be safe to swim in the water of the Everglades*”. * My last question will be, “*How do you think we could relate myriad to the Everglades*? (Open question). I will pick on a student who has a hand raised or will call on a student. I will scaffold if needed by reminding student once more of the definition and what they think might have a large amount when it comes to the physical characteristics of the Everglades. Once student(s) answer I will respond with my own sentence. “*I thought about all the different types of animals and plants in the Everglades. There were a myriad of animals and plants in the Everglades*”.   \*If students seem to be losing interest during the vocabulary and physical characteristic part of the lesson, the I will ask the students to drop their pencils and raise their hands. I will ask the students to create a physical characteristic of the Everglades with their body. Once students are back on track, I will go on with lesson.  \*To ensure Emily is on task, I will call on her when she seems to start to get distracted. For Will’s benefit, I will stop after each set of directions to make sure he and the other students understand what is asked of them. |
| **You Do** |
| * I will bring back out the drawing of the sawgrass and the word enormous written on it. Then I will ask the students to draw a picture of three physical characteristics from the Everglades on three separate pieces of paper. The students must relate the picture to a vocabulary term and write the word on the picture just as the teacher did on their example. Students may use the same examples as we discussed in the lesson, or they may try and create new examples. If students use the same examples they must try and explain how the terms relate using a different sentence so I can ensure they have mastered the concept and not just memorized it. To ensure students are on task, I will walk around to see if they are drawing a physical characteristic. If the student is not, I will redirect and provide scaffolding if needed. This activity helps Will by allowing him to show his understanding in forms other than writing. This activity also helps Emily by allowing her to do an activity that interest her (drawing) which keeps her mind focused on the task at hand. |
| **Closing** |
| * Students will share and talk about what they drew and how it relates to the vocabulary terms. As students share, I will mark if students correctly related a physical characteristic of the Everglades to a vocabulary term previously discussed. If a student still does not understand the concept, the teacher will scaffold by using more examples of physical characteristics and relating those back to the vocabulary terms until the student understands. |