

A6 Lesson Plan #1 & #2

Penelope Tornes

Graduate School of Education & Psychology, Pepperdine University

MATP 610: Direct Instruction & Lesson Planning

Dr. Jeremiah Gonzalez

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Lesson Plan #1: “Map of Egypt”

Model of Teaching: Direct Instruction

Student Teacher Name: **Penelope Tornes**

Date of Lesson: **October 30, 2022**

Grade Level(s): 6th Grade	Subject Area(s): Social Studies	Duration: 44 Minutes
<p>Content Standard(s): CA.HSS.6.2.1: Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> <p>CA.HSS.6-8 Intellectual Skill - Chronological and Spatial Thinking #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries.</p>		
<p>Learning Objective: Students will locate Egypt’s central cities, bordering countries, main bodies of water, natural boundaries, and points of interest using a political map and an outline map and will demonstrate this understanding by creating a map of Egypt.</p>		
<p>Materials: Whiteboard, dry erase markers, 5 pack of highlighters, projector, teacher laptop, iPad, political map of Egypt, outline map of Egypt.</p>		
<p>Student Readiness Levels and Prior Learning: Students are halfway through their unit on Ancient Egypt and have had several direct lessons and read/taken notes Students created a map of Mesopotamia in their most recently completed unit.</p>		
<p>Student Interests and Assets: Students enjoy drawing and coloring. Students enjoy talking about their experiences that relate to the content being discussed in class. Students know how to correctly label and color a map. Students know how to visually navigate and interpret maps. Students understand 6th grade level geological and geographical terms.</p>		

LESSON PLAN SYNTAX

	Teacher Role	Student Role
Anticipatory Set:	<p>T: “Good morning, everyone! At this moment, you do not need to get any materials from your backpacks. Please make sure your desks are clear, and direct your attention to me. This semester we’ve learned about some of the earliest empires, like the Akkadians, Assyrians, Babylonians and Neo-Babylonians.”</p> <p>T: “We understand how physical location can largely shape the development of early settlements, empires and civilizations. Can anyone share some of the ways that location, or geography, influences a civilization?”</p> <p>Students raise their hands while the teacher encourages more students to offer their answers/thoughts.</p> <p>Teacher loudly repeats and writes down the correct/appropriate responses on the whiteboard, and elaborates and engages in student responses.</p>	<ul style="list-style-type: none"> ● Differentiation & Grouping ● Explicit Language Instruction ● Instructional Strategies/Materials ● Technology Integration ● Connections to Theory

	<p>S: "It can determine what type of weather they have!" "What it looks like!" "What type of food they eat." "It's size." "If it trades!" "It's neighbors." "What type of land it's on!"</p> <p>T: "Great work! These aspects of a civilization are decided by the physical features and environmental factors of an area's geography."</p> <p>T: "Who remembers what physical features mean? What are some examples of physical features?"</p> <p>S: "Physical features are mountains and rivers."</p> <p>T: "You're right! Physical features also include the type of soil and climate."</p> <p>On the whiteboard, the teacher uses a dry erase marker and writes down physical features, and lists below -mountains -rivers -soil -climate</p> <p>T: "Can someone please list the three most important environmental factors that influenced where people choose to settle?"</p> <p>S: "Water, topography and vegetation."</p> <p>On the whiteboard, the teacher uses a dry erase marker and writes down environmental factors, and lists below 1.) water 2.) topography 3.) vegetation</p> <p>T: "Correct! Water is the most important of these three environmental factors. People need water as a ..."</p> <p>Teacher writes down underneath 1.) Water -source of fresh drinking and bathing water -source of food -transportation</p> <p>T: "What does the word topography mean?"</p> <p>Quinn raises his hand.</p> <p>S: "It means the shape of the land."</p> <p>T: "Thank you, Quinn! Topography refers to the shape of a land, it's the features of an area's land or surface like hills, mountains, plains and deserts."</p> <p>Teacher writes down underneath 2.) Topography Teacher writes down underneath -hills -mountains -plains -deserts</p>	<p>Connections to Theory: teacher reviews</p> <p>Explicit Language Instruction: Teacher asks class to define specific, previously learned vocabulary for students to remember and answer.</p> <p>Instructional Materials: teacher uses whiteboard to model writing notes.</p> <p>Instructional Strategy: Teacher praises the student and further clarifies the definition.</p>
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T: "The 3rd important environmental factor is vegetation, kinds of vegetation include trees, flowers, grass and crops."
 Teacher writes down underneath 3.) Vegetation
 -trees -flowers -grass -crops
 T: "Yay! You did a great job of reviewing our geography knowledge! Now that we've awakened our past knowledge, we are ready to start today's lesson on the map of Egypt. "

Perceived Objective and Rationale:

T: "Please take out your pack of highlighters. Today we will each create a map of Egypt. As a class, we will locate Egypt's central cities, bordering countries, main bodies of water, natural boundaries, and points of interest using two types of maps."
 Teacher holds up an outline map and a political map of Egypt.



Instructional Materials:
 teacher presents the same physical copy students will use in lesson.

Instructional Strategy:
 Teacher explains the differences and larger purpose of the materials being used.

Explicit Language Instruction:
 Teacher introduces the larger categories that the key locations are sorted into.

T: "After creating our maps of Mesopotamia, we should recognize that this map (displays outline map) is an outline map, and only shows the shape/borders of a country. This map (displays political map) and it shows the major cities, capital, and physical features of a country."

Teacher passes out a copy of the blank outline map and political map of Egypt to every student.

T: "On your political map, you are going to locate and highlight the central cities, bordering countries, main bodies of water, natural boundaries, and points of interest of Egypt."

T: "After highlighting the key locations, you will locate and clearly label them on your outline map. After labeling the key locations, you will appropriately color your maps."

Connections to Theory: By sharing aspects of the lesson objective, the teacher gives students schema going into the rest of the lesson.

Input and Modeling

Teacher splits their laptop screen in half: projects an image of the political map on one half of the whiteboard, and a list of the key locations on the other half.

T: "We see that these key locations are broken into larger categories depending on what they are (body of water, country, city etc.) Using this list, we will locate, highlight and describe each individual key location."

T: "We will do this slowly and carefully as a class, to make sure no one misses a key location or incorrectly highlights a location. If you have a question, please raise your hand and I will answer it."



Bodies of Water - Mediterranean Sea, Red Sea, Gulf of Suez, Gulf of Aqaba, Nile River, Nile Delta

Cities - Cairo, Alexandria, Giza, Luxor, Aswan, Jerusalem, Amman

Countries - Libya, Sudan, Lebanon, Syria, Israel, Jordan, Saudi Arabia

Natural Boundaries - Libyan Desert

Points of Interest - Suez Canal, Aswan Dam, Valley of the Kings

WATER MUST BE BLUE.

COUNTRIES THAT SHARE A BORDER CANNOT BE THE SAME COLOR.

T: "Just as we use the color blue to help identify bodies of water on maps, we will highlight all bodies of water using a blue highlighter. Who can find the Mediterranean Sea?"

S: "It's on top of Egypt!"

T: "Correct! It's located on the top portion of the map, but using the cardinal directions, where is the Mediterranean Sea in relation to Egypt?"

S: "To the North!"

T: "Yes! The Northern border of Egypt is situated on the coast of the Mediterranean Sea."

Teacher highlights "Mediterranean Sea" on the virtual/projected copy of the

Technology

Integration: Teacher projects the same maps that the students receive in printed form.

Instructional Strategy: Teacher models the skill being asked of the class.

Connections to

Theory: Teacher introduces outside academic vocabulary by integrating it into a discussion.

	<p>political map.</p> <p>T: "Please put your highlighters down and look up to the screen once you have located and labeled "Mediterranean Sea", so that I know you are ready for our next key location."</p> <p>T: "The next key location is the Nile River. Who can find the Nile River on the map?"</p> <p>Students raise hands.</p> <p>S: "It's the big, long blue river stretching down Egypt."</p> <p>Teacher points to the Nile River and highlights it on the map.</p> <p>T: "Yes! Please highlight the Nile River on your map. This is the Nile River, it flows from the South to the North of Egypt, and empties into the Nile Delta, one of our other key locations."</p> <p>T: "Farmers and herders' lives revolved around the seasons of the Nile. Does anyone remember the three different seasons of the Nile?"</p> <p>S: "Flooding, planting and harvest."</p> <p>T: "Ahmad is correct! The Ancient Egyptians knew during June-September the Nile would flood its banks and rush onto the fields (flooding season), when the fields were fertilized and ready to plant or sow with seeds in the fall (planting season) and when to harvest their crops in spring before the next flooding season (harvest season).</p> <p>T: "These predictable seasons of the Nile River helped provide the Ancient Egyptians with a stable food source."</p> <p>T: "Please put your highlighters down and look up to the screen once you have located and labeled "Nile River", so that I know you are ready for our next key location."</p> <p>T: "The next key location is the Gulf of Suez....."</p> <p>Teacher continues to ask students to locate and highlight the key locations while they simultaneously highlight and locate the key location on the projected map. The teacher pauses after highlighting the key location to share relevant information and asks students questions to display past knowledge of the key location.</p>	
<p>Checking for Understanding</p>	<p>Occurs throughout the lesson as students respond to the teacher's questions and ask questions if they have any.</p>	<p>Connection to Theory: Before moving onto in the lesson, the teacher checks to make sure all students have their highlighters down and are looking up at the screen before they announce the next key location to locate - this ensures that students have ample time to ask</p>

		questions and aren't rushed along
Guided Practice	<p>T: "Now that we have highlighted all of our key locations, let's review how we properly label key locations!"</p> <p>Teacher writes the following script on the whiteboard in bullet points.</p> <p>T: "The name of a country is written in ALL capital letters, the first letter of cities and bodies of water are capitalized, capital cities are starred and Teacher writes the following script on the whiteboard in bullet points, countries that share a border cannot be the same color!"</p> <p>Teacher then projects a blank outline map.</p> <p>T: "On my map that's projected onto the board, I will label one key location from each of the categories."</p> <p>Teacher models how to correctly label key locations.</p> <p>T: "Alright! The rest of the class time will be dedicated to starting your individual maps. You will use the political map that we've highlighted to start labeling your own maps."</p> <p>T: "If you have any questions please raise your hand and I will walk over to assist you."</p> <p>Teacher walks around the room watching students label their maps, and redirects students to their task when off track.</p>	Connection to Theory: teacher models the same skill taught to students.
Independent Practice	<p>T: "For tonight's homework, you will finish labeling and coloring your maps."</p> <p>T: "You can decide which colors to use in coloring your countries and regions, and can also draw relevant images like waves, trees or landmarks to add more detail into the areas of your maps!"</p> <p>T: "Please remember how to correctly label key locations! Our rules on how to properly label/create a map will be posted on schoology in case you forget. "</p>	Differentiation: students are given a choice in how they want to illustrate their map.
Closure	<p>*The next day*</p> <p>T: "Good morning, everyone! Please have your map of Egypt on your desk. [The teacher will quietly make note of who does not have a completed assignment on their desk]."</p> <p>T: "If you struggled with this assignment or haven't completed it, please come finish it during nutrition/lunch time and I will help you!"</p>	Differentiation: Teacher will allow students who struggled on the assignment/struggle in spelling/reading to turn it in the following day.

	<p>T: "Now, please raise your hand if you'd like to present yours to the class. [Do not require every student to share their map with the class]."</p> <p>Student raises his hand.</p> <p>T: "Fantastic! Simon, would you please read the cities you labeled on your map and show us where they are located?"</p> <p>Simon announces/points on his map the following cities: Cairo, Alexandria, Giza Luxor Aswan, Jerusalem, Amman.</p> <p>T: "Amazing work! This is a wonderful example of how to properly label a map. Simon remembered to capitalize the first letter of each city and drew a star next to the capital cities of Cairo, Jerusalem, and Amman."</p> <p>T: "Take a moment to make sure that your cities are capitalized and the capitals are starred."</p> <p>Teacher calls for a student to volunteer reading/identifying the next category of key locations (ex: bodies of water)</p> <p>Teacher then shares their completed map on the projector.</p> <p>T: "Thank you to those of you who shared with the class! Please remember, if you have any questions on this assignment or still need to complete it, please come work with me during nutrition/lunch time, so you can turn it in tomorrow and receive full credit!"</p>	<p>Instructional Materials: Teacher will have an example of a labeled and colored outline map to show the students/answer any questions about where key locations are labeled on the map.</p>
<p>Assessment</p>	<p>Formative Assessment - Students correctly locate and label the key locations, teacher will walk around to check student's outline maps. Teacher will also assess student responses to content based questions asked during .</p> <p>Summative Assessment - Completed (labeled and colored) map of Egypt. (Later on the students will take a map of Egypt quiz, where they will locate and label the key locations on a blank outline map)</p>	

Lesson Plan #2: "4 Pharaohs, 4 Monuments"

Model of Teaching: Direct Instruction

Student Teacher Name: **Penelope Tornes**



Date of Lesson: **November 3, 2022**

Grade Level(s): 6th Grade	Subject Area(s): Social Studies	Duration: 51 Minutes
Content Standard(s):		

CA.HSS.6.2.7: Understand the significance of Queen Hatshepsut and Ramses the Great.
Pharaoh Khufu and Senusret I are also included in this lesson
Learning Objective: Students will identify and describe the four Pharaohs (Khufu, Senusret I, Hatshepsut, and Ramses II) and their four corresponding monuments (The Great Pyramid, The White Chapel, Dayr-al Bahri, and Abu Simbel) using the powerpoint and demonstrate this understanding by writing a postcard.
Materials: Whiteboard, dry erase markers, projector, teacher laptop, iPads, chromebooks, pencils and lined, three hole punched writing paper, postcard worksheet.
Student Readiness Levels and Prior Learning: Students completed a unit on Mesopotamia and the Akkadians, Assyrians, Babylonians and Neo-Babylonians, students know the three major time periods of Ancient Egypt (Old Kingdom, Middle Kingdom and New Kingdom), the Ancient Egyptians beliefs around death (the after-life, mummification, tombs), and the geography of Egypt (from Lesson #1 - "Map of Egypt").
Student Interests and Assets: Students enjoy looking at photos and videos, and hanging out with family and friends.

LESSON PLAN #2 SYNTAX

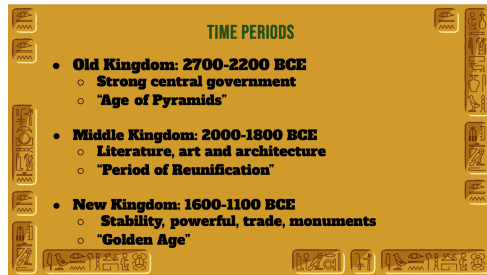
	Teacher/Student Script Script what you will say, ask, and do. Include anticipated student responses and actions.	Student Engagement Note the following: <ul style="list-style-type: none"> ● Differentiation & Grouping ● Explicit Language Instruction ● Instructional Strategies/Materials ● Technology Integration ● Connections to Theory
Anticipatory Set	T: "Good morning everyone!" S: "Good morning, Ms.Tornes!" T: "Thank you! On a scale of 1-5, 1 feeling sick, exhausted or upset, 5 being fully energized and in a great mood, how are we feeling today? Without talking, please put up a finger representing your current mood." Students raise their hands showing the number of fingers they're holding up (most of the class is holding up 4 fingers) T: "All right, I'm seeing a few twos and fives (engages with the students by asking general questions about how they're feeling), it looks like most of you are in a pretty good mood! I'm glad we are feeling ready to learn!" Teacher projects the title slide of the powerpoint.	Instructional Strategy: Teacher begins class with a social/emotional check in to assess the energy level/mood of the class and allow them a moment to check in with themselves and ground themselves in the present moment.

	 <p>T: "Today we are going to continue learning about Ancient Egypt, using a powerpoint called 4 Pharaohs, 4 Monuments."</p> <p>Teacher moves to the second slide that's composed of 4 images of the Pharaohs and 4 images of their monuments.</p>	<p>Instructional Materials: Teacher is ready to begin lesson with Google Slides powerpoint, projector, and laptop on screen mirroring.</p>
<p>Perceived Objective and Rationale</p>	 <p>T: "We might recognize some of these images!"</p> <p>Students call out "the Giza Pyramid"</p> <p>T: "Yes! This is one of the Giza Pyramids, this is the Great Pyramid, which we are about to learn about!"</p> <p>T: "Our goal for today is to learn about these four Pharaohs (teacher points to each of the Pharaohs) and their corresponding monument (teacher points to each of the monuments) using this powerpoint while you take notes."</p> <p>T: "Before we begin, please raise your hand if you would like a physical copy of this powerpoint while we go through it together as a class".</p> <p>A few students raise their hands.</p> <p>T: "Thank you Eddie! Please pass these out to those who are raising their hands. While Eddie is passing out copies, please take out a pencil and a new piece of notepaper, and write down the powerpoint title, name and today's date at the top of the page."</p>	<p>Differentiation: Students are provided with a paper copy of the powerpoint so that everyone can clearly see/read the text.</p> <p>Differentiation: Scaffold - direct instruction through a powerpoint presents new information through a visual form.</p> <p>Connections to Theory: By the teacher explaining the lesson objective to the class, students are given schema before starting the rest of the lesson.</p>

Input and Modeling

T: "First, let's review the three major time periods of Ancient Egypt".

Teacher switches to the third slide titled, Time Periods - the slide initially is presented with just the title "Time Periods", and reveals each of the bullet points separately through the transitions feature on Google Slides.



T: "Who knows the name of the first time period?"

S: (raises hand) "The Old Kingdom!"

T: "Yes, you are correct Arcei! The first time period is the Old Kingdom spanning from the year 2700 BCE to 2200 BCE. Can anyone remember what the Old Period is known for?"

S: (raises hand) "Pyramids and a strong government."

T: "Yes! The Old Kingdom was known for the creation of a strong, central government and the number of pyramids constructed during this time, giving it the nickname "The Age of Pyramids."

Teacher continues to ask students to recall the names and key aspects of the Middle Kingdom and the New Kingdom.

T: "Excellent job remembering these three time periods!"

T: "Now, we will begin learning about the 4 Pharaohs and their corresponding monuments. They will be presented in chronological order, in order of time from oldest to newest.

T: "Remember that when we take notes, we first read the text before we write anything down. I will upload this powerpoint to schoology so don't feel rushed to copy all of the information on the slide. Please make sure that you write down and underline the name of the Pharaoh and his/her monument, and bullet point some of the key information that's presented on the slide or mentioned in our discussion."

Teacher switches to the fourth slide.

T: "The first Pharaoh is Pharaoh Khufu! Please write down and underline Pharaoh Khufu (teacher underlines Pharaoh Khufu on the projector with their finger as they announce it)."

T: "This is a photo of an idol of Pharaoh Khufu. Idols are small statues of a God/Goddess that are used in prayer."

Connections to Theory: Teacher introduces outside academic vocabulary by integrating it into a discussion.

1.] PHAROAH KHUFU - THE GREAT PYRAMID

- 2551-2528 BCE
 - Old Kingdom
- Qualities
 - Harsh? Cruel? Kind? - Powerful
- Rule
 - Established the Pharaoh as a central authority
 - Declares himself a God
 - Government officials - carry out his laws
 - Control of Egypt's food supply
 - Overseeing the harvest and storing of food



T: "Pharaoh Khufu ruled during the Old Kingdom, he was born in 2551 BCE and died in 2528 BCE."

T: "His reputation as Pharaoh is unclear, some records recall him as being harsh and cruel, while some describe him as kind. Either way, through his actions during his rule as Pharaoh, we can conclude he was incredibly powerful!"

T: "Pharaoh Khufu established the Pharaoh as the central authority in Ancient Egypt. What do you think central authority means?"

Students raise their hands to answer.

Teacher calls on Fernando.

S: "Like the boss, it means he's in charge."

T: "Great answer, Fernando! Central refers to being in the center or the most important, and authority refers to the power to make decisions or give orders. Pharaoh Khufu, established the role of the Pharaoh as the central authority of Egypt. Like Fernando explained, the person who holds the most power and is in charge."

T: "Pharaoh Khufu established himself, and the role of the Pharaoh, as the central authority of Egypt by declaring himself a God. In this class, have we learned about any other examples of leaders declaring themselves a God?"

S: "Yes! Yes!"

T: "Hands that are up, where have we seen this before? Yes, Jaya!"

S: "In Mesopotamia, an Akkadian ruler did the same thing!"

T: "Exactly, Jaya! We remember that the first ruler of the Akkadians, Naram-Sin, also declared himself a God. By declaring themselves as a God, leaders were able to greatly increase the power they hold over their people and land."

T: "Moving to the next bullet point, we also know that Pharaoh Khufu created a network of Government officials that would carry out and enforce his laws across Egypt."

T: "Would someone please volunteer to read the next bullet point?"

Connections to Theory: Students will be better able to draw inferences about the meanings of words if they are able to connect them to overarching themes of a unit.

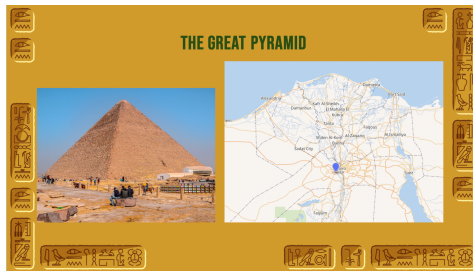
S: "Control of Egypt's food supply. Overseeing the harvest and storing of food."

T: "Thank you, Matthew!" "Pharaoh Khufu had tight control of Egypt's food supply, by overseeing the harvesting of crops and the storage of food. From our last unit on Mesopotamia, we know that a solid and staple food supply is crucial to the success and survival of a civilization."

T: "By making the role of the Pharaoh as the central authority of Egypt, declaring himself a God, creating a network of government officials, and controlling/organizing the country's food supply - we are able to know that Pharaoh Khufu was a very powerful Pharaoh of Egypt."

T: "Now that we've finished reading and discussing the text, I'll give everyone a moment to finish writing their notes on Pharaoh Khufu."

Teacher switches to the fifth slide.



T: "This monument is called the Great Pyramid (teacher points to the pyramid) and was constructed as a monument and tomb for Pharaoh Khufu! Please write down and underline the Great Pyramid."

T: "Let's first familiarize ourselves with where the Great Pyramid is located. This map uses a blue dot to represent its location."

T: "By creating our Egypt map, we know that this body of water (points to the body of water at the top of the image) is, 1, 2, 3..."

S: "The Mediterranean Sea!!"

T: "Yes!! And what is this area? (Points to the network of blue lines leading into the Med. Sea) 1, 2, 3....."

S: "Nile Delta!"

T: "Correct! What about this body of water? (points to the body of water on the lower right hand corner) 1, 2, 3..."

S: "The Gulf of Suez!"

T: "Yes! That's the Gulf of Suez, great job!!"

T: "The Great Pyramid is located in a major city next to Egypt's Capital. The capital of Egypt is 1, 2, 3...."

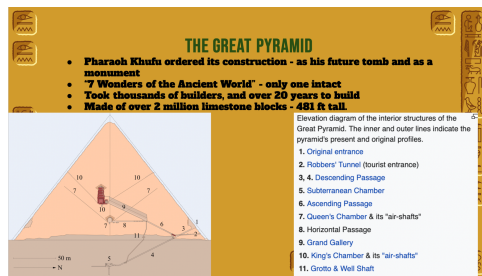
S: "Cairo!"

T: "Correct, Cairo is Egypt's capital! What is the major city that sits just South of Cairo, and is home to many pyramids?"

S: "Giza!"

T: "Great work! Pharaoh Khufu's monument, the Great Pyramid, is located in Giza."

Teacher switches to the sixth slide.



T: "The Great Pyramid is the only one of the 7 Wonders of the Ancient World that is still standing to this day, the other six wonders were either destroyed or simply broke down and deteriorated. The fact that after 4,500 years, the Great Pyramid still stands shows that the Ancient Egyptians were highly skilled engineers and builders."

T: "Who would like to read the second bullet point?"

A student (Jacob) raises their hand and reads...

S: "Took thousands of builders and over 20 years to build."

T: "Thank you, Jacob! The Great Pyramid took thousands of builders and over 20 years to build. Pharaoh Khufu wanted his pyramid to be perfect. He kept careful watch over its 20 year construction and hired and fed thousands of builders."

T: "The Great Pyramid is made of over 2 million limestone blocks and is 481 feet tall. Does anyone know what limestone is?"

S: "Limestone is a bright yellow stone."

T: "Thank you, because the pyramid appears yellow/orange, I can see why you would think that limestone is yellow. However, limestone is a very heavy, white stone that kind of looks like white marble."

	<p>T: "Because this pyramid was built out of limestone, it used to be a bright white! Over thousands of years, exposure to the elements like the sun and wind, have caused the Great Pyramid to change in color."</p> <p>T: "Can anyone guess why this pyramid was given the name the Great Pyramid? There's a hint in the last bullet point note! (481 ft)"</p> <p>S: "Because it was the tallest!"</p> <p>T: "Exactly right! The video in the next slide will give you a sense of just how large this pyramid is."</p> <p>T: "Before we move on, please take a moment and write down a few of the bulleted pieces of information."</p> <p>Teacher continues the rest of the powerpoint in this format.</p> <ul style="list-style-type: none"> - Read/present/discuss slide of the Pharaoh - Identify the location of the monument on the map of Egypt - Read/present/discuss the slide of the monument - Present and discuss the images of the monument 	
<p>Checking for Understanding</p>	<p>At the end of the presentation, the teacher displays the second slide onto the whiteboard.</p> <p>T: "Great job participating in our lesson on the 4 Pharaohs and 4 monuments!"</p> <p>T: "Now we can match up the Pharaohs to their corresponding monument."</p> <p>T: "Which photo is of the oldest Pharaoh, Pharaoh Khufu?"</p> <p>Teacher points to different images of Pharaohs as the students respond with "yes/no" or by describing the image of Khufu.</p> <p>T: "Correct! This is Pharaoh... 1, 2, 3.... (lifts hands out to class)</p> <p>S: "Khufu!"</p> <p>T: "Great job! This is the idol of Pharaoh Khufu."</p> <p>Teacher circles the image of Khufu with a dry erase marker</p> <p>T: "Yes! And which monument was his?"</p> <p>S: "The Pyramid!" "The Great Pyramid!"</p> <p>T: "Correct! 1, 2, 3.... (lifts hands out to class)</p> <p>S: "The Great Pyramid!"</p> <p>Teacher circles the image of the Great Pyramid</p> <p>T: "This is the Great Pyramid of Pharaoh Khufu."</p>	

	Teacher draws a line connecting the circle around Pharaoh Khufu to the circle around the Great Pyramid. The teacher does this with each Pharaoh and its corresponding monument.	
Guided Practice	<p>Teacher passes out a stapled worksheet - the worksheet each page has an illustration of a postcard from one of the four monuments, with the name of the monument and its corresponding Pharaoh listed below.</p> <p>T: "For this activity, you will pretend that you are on a vacation in Egypt, and have just visited each of these monuments. Now, you are writing a postcard to a friend or family member back home telling them about the monument and the Pharaoh it was built for. There are four pairs of Pharaohs and monuments, so we will write four postcards."</p> <p>T: "Each postcard must be written in complete sentences and contain 3 facts about the monument and 3 facts about its Pharaoh. We can start the first postcard on the Great Pyramid together."</p> <p>Teacher models the writing process of the first postcard on the whiteboard while asking the students for facts about the monuments. The teacher and students collaboratively create the sentences of the postcard.</p>	Instructional Strategy: Teacher relates activity to students interests/experiences.
Independent Practice	<p>T: "For tonight's homework, you will complete your four postcards! Please remember to use complete sentences, not bullet notes. Use your in-class notes and the powerpoint to pull facts from and then put them into your own words like we just did with the first postcard."</p> <p>T: "If you are struggling with any part of this assignment, please come meet with me during nutrition or lunch time and I will help you!"</p>	Differentiation: working with students individually to address their questions/learning needs
Closure	<p>*The next day*</p> <p>T: "Good morning, everyone! Please have your homework (postcard worksheet) on your desk. [The teacher will quietly make note of who does not have a completed assignment on their desk.]</p> <p>T: "If you struggled with this assignment or haven't completed it, please come finish it during nutrition/lunch time and I will help you!"</p> <p>T: "Now, please raise your hand if you'd like to present yours to the class." [Do not require every student to share with the class.]</p> <p>Student raises his hand.</p> <p>T: "Fantastic! Lovelle, would you please read your second postcard of the White Chapel?"</p> <p>Student shares their postcard.</p> <p>T: "Great job! Raise your hand if you included one of the same facts in their postcard of the White Chapel too!"</p> <p>Many students raise their hands.</p> <p>T: "Melissa, which fact did you also include in your postcard?"</p> <p>S: "That it was small, but very decorful! It had blue, red, and yellow paintings of their Gods, the Nile and Pharaoh Senusret I."</p> <p>T: "Yes! We remember that Pharaoh Senusret I was painted alongside and talking with many of their Gods, depicting himself as one of them."</p>	<p>Connection to Theory: By checking their work through peer sharing, students use academic language and vocabulary and model their understanding through</p> <p>Explicit Language Instruction: By asking the teacher questions, students are recycling academic language and vocabulary, modeling it for their peers.</p>

	<p>Teacher moves to the next postcard and asks a student to present theirs.</p> <p>T: "Thank you to those of you who shared with the class! Please remember, if you have any questions on this assignment or still need to complete it, please come work with me during nutrition/lunch time, so you can turn it in tomorrow and receive full credit!"</p>	
Assessment	<p>Formative Assessment - Students will raise their hand if they used the same information in their postcard.</p> <p>Summative Assessment - Students will turn in their completed postcard worksheet the following day.</p>	