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**STUDENT PROGRAM LEARNING PLAN**

**Title: “Oh the Places You’ll Go” Geography Focus**

Note: The model Learning Plan below is an exemplar. It includes various tasks in the three modes of communication as a reference for STARTALK Program Directors, Lead Instructors, and teachers as they plan lessons and learning episodes. These plans are not meant to be followed exactly because every program is different. Instead, they are meant to give ideas on how learning plans might be implemented. **These plans include more detail than is required.** STARTALK encourages comprehensive plans but does not require the level of detail included here.

*For step-by-step help in completing this document, please see the accompanying* [*annotated learning plan*](https://startalk.umd.edu/public/system/files/resources/studentprogramannotatedlearningplan.pdf) *and sample learning plans.*

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| **Date:** |  | **Grade Range of Learners:** | **3-5** | **Targeted Performance Level:** | **NM** |
| **Time Allotted for This Learning Plan: 120 Minutes** | | | | | |

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| **Lesson Can-Do Statements**  *Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to this learning plan.* |
| Interpersonal Speaking   * I can name geographical features in the target country. * I can describe the location of some geographical features in the target country. * I can answer questions about the geographical features in the target country. * I can ask questions about the location of some geographical features in the target country. * I can ask and answer questions about weather in the target country. * I can name the items I will pack in my suitcase.   Interpretive Listening   * I can demonstrate my understanding of some information about the region I will visit when presented with maps, pictures, and graphs. * I can demonstrate my understanding of the clothing I will pack for my trip. |

*Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.*

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| **Culture** |  | **Content** | |  | **Language** |
| Geography of the target country | Geographical features in the target country  Weather conditions in the target country | | There are mountains, rivers, lakes, volcanoes, forests, deserts.  The mountains (rivers, lakes, volcanoes, forests, deserts) are in the north, south, east, west, northeast, southeast, central northwest, southwest.  What are the geographical features in …?  Where are the mountains (rivers, lakes, forests, desert?  What is the weather like?  It is hot, cold, windy, dry, rainy, sunny, cloudy, snowy  The weather is the same. The weather is not the same.  T-shirt, shorts, skirt, pants, shoes, hat, jacket, umbrella | | |

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| **EPISODE # 1 Number of minutes****for this episode:** 30 | |
| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:** *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can name geographical features in the target country.  I can demonstrate my understanding of some information about the region I will visit when presented with maps, pictures, and graphs. | Given a set of small pictures of the geographical features, students hold up the picture of the one mentioned by the teacher. |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. Teacher opens the unit with a fantasy experience (pretend trip/virtual trip) about traveling to the target country and visiting various geographical features. (A “fantasy” trip is a low-tech strategy through which teachers and students create a cultural connection by pretending to travel to the target country.) For example, the teacher tells the students to close their eyes and sleep as the teacher counts off the hours and notes the change of time because of passage through time zones. The teacher might sing a lullaby from the target culture as the students are “sleeping.” The teacher wakes them up with a sound that might be heard in the target country (traffic noise, bells, a call to prayer, radio or TV newscasts, and so on.) The students finally arrive at their destination and the teachers projects large pictures of the city in which they have landed, and then projects pictures of various places or landmarks in the city. *I Do*

*See Supplemental Activies for Model Learning Plans for more information on how to create fantasy or virtual trip experiences.*

1. Teacher narrates a video clip or clips (youtube.com) or a PowerPoint presentation that shows the geographical features of the target country. The teacher chooses 5 to 6 specific features on which to focus. *I Do*
2. Teacher projects a map of the target country and shows the 5 to 6 targeted geographical features. The teacher gives a few details, but does not follow up on the details in this episode. For example, they teacher says: “Here is the \_\_\_ desert. The desert is very dry and hot. There is little rain. Here is the \_\_\_ river. The \_\_\_ flows north to south.” To make this comprehensible the *teacher uses pictures and actions to show the meaning of the words such as “dry,” “hot,” rain,” “north,” “south.”)* The focus in this episode is for the students to see the targeted geographical features. They will talk about the climate in another episode. As the teacher is introducing the words for the geographical features the teacher also shows a gesture associated with that word. *I Do*
3. Students practice the gestures as the teacher says the words. *We Do Guided*
4. Teacher asks students to point to the various geographical features on the map. (Point to the volcano. Point to the desert.) Teacher continues until the students have pointed to each feature at least 3 times. *We Do Guided*
5. Teacher asks yes/no and either/or questions regarding the geographical features on the map. (Teacher points to a river and asks: “Is this a river?” Students must respond with “Yes” or “No.” Teacher points to a river and asks: “Is this a mountain?” Students respond “No!” After a series of Yes/No questions the teacher asks the students to say the new words by asking “Is this a mountain or a river?” Students must answer: “This is a mountain.” Or the teacher could ask: “Do you see a mountain or a river?” Students must answer: “I see a mountain.” *We Do Guided*
6. Students do various actions with the picture of the geographical feature according to the directions of the teacher. (Put your finger on the picture of the \_\_\_\_. Put your thumb on the picture of the \_\_\_\_. Put your nose on the picture of the \_\_\_\_. Take the picture of the \_\_\_\_ and put it on the floor. Pick up the picture of the \_\_\_\_\_ and put it on your chair. Sit on the picture of the \_\_\_\_. Take the picture of the \_\_\_ and give it to the student next to you. Take the picture of the \_\_\_ and give it back to the first student. Take the picture of the \_\_\_ and put it on your head. Take the picture of the \_\_\_ off your head and put it on the desk/table.) Note: The teacher models all these actions using the Total Physical Response (TPR) technique. *We Do* *Guided*
7. Given a set of small pictures of the geographical features, students hold up the picture of the one mentioned by the teacher. *You Do*
8. Students play “Finger Fly Swatter” with a partner to see who is the first in the pair to touch the correct picture. *We Do* *Guided*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| Instead of writing the names of geographical locations students could simply paste the printed labels on their drawing. |

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| **EPISODE # 2 Number of minutes****for this episode:** 30 | |
| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:** *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can describe the location of some geographical features in the target country.  I can answer and ask questions about the location of some geographical features in the target country | Students take their local maps and work with a partner to ask and answer questions about where specific local places are located. |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. The teacher again projects the map of the target country and shows the 5 to 6 targeted geographical features and describes them. I *Do*
2. Learners listen to teacher’s descriptions of geographical features and draw the images. *You Do*
3. Learners label their drawings of the targeted geographical features and teacher posts the drawings in the classroom. *You Do*
4. Teacher asks several either/or questions about the geographical features. (Is this the desert or the river?) Once the teacher sees that the students can answer, the teacher asks the “What is this?” question. Pointing to the each of the geographical features the teacher asks: “What is this?” Students answer in a complete sentence. “This is a \_\_\_\_.” or they can answer (“I see a river.”) To build proficiency, it is important that students answer in complete sentences or at least in phrases. After the teacher has asked several times for the names of the geographical features, next the teacher can show two features and ask the students to name both. “I see a \_\_\_\_ and a \_\_\_.” Asking the students to connect words at early stages helps them to build toward proficiency. *We do Guided*
5. Teacher introduces expressions of location (north, south, east, west, northeast, northwest etc.) as he/she describes where specific geographical features are found on a map of the target country*.* Teacheruses yes/no, either/or and What is this? questions to make sure the students know the meanings of the cardinal direction words.  *I Do*
6. Using individual maps of the target country and small pictures of the geographical features, learners place the pictures of the geographical features on the map as they listen to the teacher’s descriptions of their location. The teacher starts with “north,” “south,” “east,” and “west” and then continues with “northeast” and so on. *We Do Guided*
7. Teacher gives each student a picture of one geographical feature. On the teacher’s signal, students circulate to ask and answer the following questions: What is the name of the picture you have? Where is it located in the target country? Students say: “I have the \_\_\_ river. It is in the northeast.” *You Do*
8. Given a map of the city or town or neighborhood where the students live, they label North, South, East and West and also the other four cardinal directions (northeast, etc.). They answer teacher questions about the location of various local places. *We do Guided*
9. After completing the map with the teacher, they again work with a partner and take turns asking and answering questions about where specific local places are located. First Partner: “Where is \_\_\_? “Second Partner: “\_\_\_\_ is in the \_\_\_\_ (northwest.)” Depending on the time available, they can repeat this with several partners. *You Do*

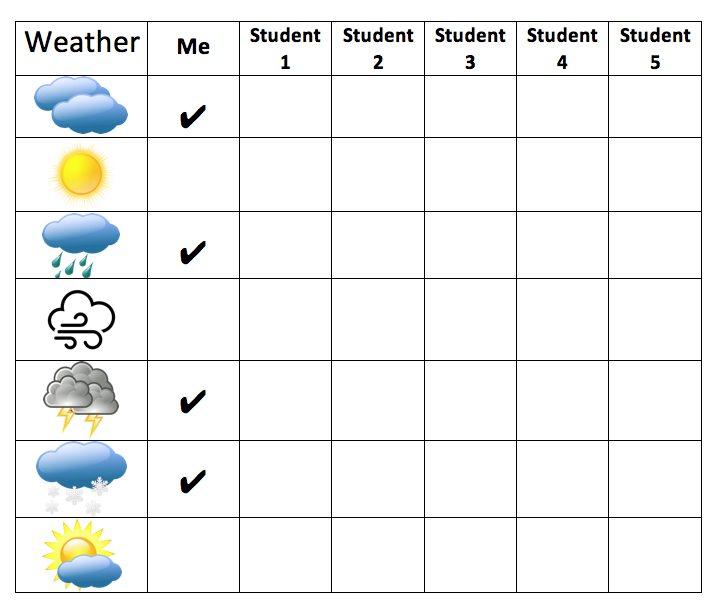
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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| (Optional) Using a compass rose with a spinner attached, students must move the pointer to the correct position. |

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| **EPISODE # 3 Number of minutes****for this episode:** 30 | |
| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:** *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* | |
| I can ask and answer questions about weather in the target country. | Students survey each other to find out what weather that they “see” through their windows is the most popular. | |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. The teacher again projects the map of the target country and this time adds weather symbols. (Sun, rain, wind, clouds and so on.) The teacher talks about the weather in the various areas of the map. The teacher can say “It is hot in the north. It is hot in the south. It is hot in the east. It is hot in the west.” The teacher can then use “cold” and say sentences like: “It is not cold in the northeast. It is not cold in the \_\_\_\_\_.” Etc. The teacher goes through all the weather words either saying that the type of weather is in the country or not in the country. As the teacher introduces the weather word, the teacher also shows a gesture associated with that word. For example: For hot students can pretend they are fanning their face, for cold they can pretend they are shivering, and so on. *I Do*
2. Teacher asks students to do the actions for each of the weather words and once the teacher thinks the students are doing well, the teacher can ask the students to do the check with their eyes closed. This way the teacher can see who really understands the words. We Do
3. Teacher gives weather forecast for certain places in the target country and at home and students must draw the weather being named. You Do
4. According to the information dictated by the teacher, students create a graphic (by drawing pictures or writing) of the typical weather during each month in the target country. In another column on the graphic students fill in the typical weather in their own location. They then compare the target country weather (hot, cold, rainy, snowy, windy, dry…) during each month with the local area weather. Students practice asking each other what the weather is like in each place for a specific month and then they say if it is the same or not the same. We do
5. Student partners fill out an information gap activity about weather information. Each partner has the weather information for some certain places not for others. Partner A has the weather information for some places in the target country or other well-known places filled in. For example: Numbers 1, 3 and 5 have complete weather information and numbers 2, 4 and 6 have no weather information. Partner B has information for numbers 2, 4 and 6 but doesn’t have any information for numbers 1, 3 and 5. The partners must talk to each other to find out the information for the numbers they are missing. They can draw in the weather symbol or write in the symbol. *We Do Together*
6. Each student draws 4 small windows on a piece of paper and numbers them from 1-4. Next, they survey at least 5 other students to find out what weather their classmates “see” in their windows. An example of the survey sheet is below. *You Do*



*Images are royalty free from Pixabay*

1. After the surveys are complete the teacher and students collect the data and create a chart to find out the most common weather that was seen in the students’ windows. *We Do Together*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
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| **EPISODE #4 Number of minutes****for this episode:** 30 | |
| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:** *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* | |
| I can demonstrate my understanding of the clothing I will pack for my trip.  I can name (some of ) the items I will pack in my suitcase. | Students pack their suitcases with the correct clothing items according to the direction of the teacher. | |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. Teacher describes the typical weather during various seasons in the target country (and in other countries with different climates so that the students get practice with different types of clothes). Using a PowerPoint, video, or other visuals, the teacher then packs a real or toy or paper suitcase with the clothes (adult clothes, baby clothes, doll clothes) he/she would need for the trip in that climate. The teacher works with the vocabulary several times and packs a few different items each time. The teacher also packs a suitcase for a different climate so that the students get practice with the vocabulary for clothes that they would need in various kinds of weather*. I do*

1. The teacher distributes paper suitcases and clothes and has the students pack their suitcases with the same items that the teacher is packing. The teacher can vary the items depending on the climate and depending on the place they are going. *We do Guided*

1. The teacher tells the students to pack certain clothes items but does not show them the item at first. Once the students have packed the item, the teacher shows them the item so they can see if they were correct or not. This continues 5 or 6 times. *We do Guided*
2. Each student secretly packs three items in their suitcase. They work with a partner to find out what their partner has packed. They say: “Do you have \_\_\_ in your suitcase?? The partner answers “yes” or “no.” They keep talking until each partner finds out what the other partner has packed. If they find the three items right away, they can pack their suitcases again until the teacher ends the activity. The teacher should model it with another student and then have two students come to the front of the class and model it again. Most students will need support for this activity. The teacher can give each student an individual sheet that contains the pictures and the words for each clothing item. *We Do Guided*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| Some students may be able to complete the suitcase partner activity without the support of the word and picture list. |

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| **MATERIALS NEEDED**  *What supplies and materials will you need to successfully implement this learning plan?* |
| Maps, Pictures of geographical features  Paper suitcases, Cut out paper clothes  Weather symbols  Window weather sheet (Students can draw the windows or teacher can prepare them) |

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| **PERSONAL REFLECTION**  *How did this lesson go? What could you do to improve this learning plan if you do these activities again?* |
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**Please Note: The language items in these learning plans will need to be recycled throughout the program.**