Teacher:

Class:

Theme/Focus/Concept: Language and Culture of Botswana

Unit: A Trip through Botswana

**DAY 1:**

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| Objectives:   * Assessing students prior knowledge of African culture * Assessing ability to understand the difference between city, state, and country * Introducing students to adapted story and the culture of Botswana | Common Core Learning Standards:   * 3.C.1.1 Compare languages, foods, and traditions of various groups * SL.3.2 Determine the main ideas and supporting details of a text read aloud… | Teaching Procedures/Instructional Strategies:   * Pre-teaching vocabulary through connecting words to prior knowledge * Comparison of two languages expanding on prior knowledge * Questioning/Discussion of story | Learners Vocabulary:   * Grocery store/Lebenkele * Sorghum/Mabele * Bus/Bese * Season/Go loka * Bordering/Mo molelwaneng wa * Tourists/Bajanala * Okavango Delta * Canoe/Mokoro * Pound/Thuga * Boil/Bedisa * Hello/Dumelang * Goodbye/Sala sentle * How are you?/O Tsogile jang? * Thank you/Ke itumetse * Where is the bathroom?/Ntlwana e kale | Materials:   * World map * Picture cards * Hard copy of adapted story * Paper and pencils * Activity sheets |
| Modifications/Adaptations   * Highlighting vocabulary words * Audio recording of book * Simplified text * Communication board * Flashcards of vocabulary * Page magnifier for visually impaired students * Providing different modes to demonstrate comprehension | Universal Design for Learning:   * Audio recording of the book * Cooperative/small group learning * Personal hard copy of the completed notes * Multisensory activities * Variety of assessment measures * Visual imagery for cueing/reinforcing content | Assessments:   * Assess student knowledge of own city, state, and country * Assessing prior knowledge of African culture * The student will identify by pointing or saying the target vocabulary |

**DAY 2:**

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| Objectives:   * Teach students about the traditions of food and language in Botswana, Africa. | Common Core Learning Standards:   * 3.C.1.1 Compare languages, foods, and traditions of various groups * SL.3.2 Determine the main ideas and supporting details of a text read aloud… | Teaching Procedures/Instructional Strategies:   * Revisiting story focusing on cultural aspects * Comparison of two languages expanding on their prior knowledge * Engage students in multisensory activities to reinforce story | Learners Vocabulary:   * Grocery store/Lebenkele * Sorghum/Mabele * Bus/Bese * Season/Go loka * Bordering/Mo molelwaneng wa * Tourists/Bajanala * Okavango Delta * Canoe/Mokoro * Pound/Thuga * Boil/Bedisa * Hello/Dumelang * Goodbye/Sala sentle * How are you?/O Tsogile jang? * Thank you/Ke itumetse * Where is the bathroom?/Ntlwana e kale | Materials:   * World map * Picture cards * Hard copy of adapted story * Paper and pencils * Activity sheets |
| Modifications/Adaptations/Supports:   * Highlighting vocabulary words * Learning extensions * Audio recording of book * Simplified text * Communication board * Flashcards of vocabulary * Fill in the blank worksheets/structured note taking * Page magnifier for visually impaired students * Providing different modes to demonstrate comprehension | Universal Design for Learning:   * Audio recording of the book * Cooperative/small group learning * Personal hard copy of the completed notes * Multisensory activities * Visual imagery for cueing/reinforcing content | Assessments:   * Data collection of ability to execute tasks for the different/modified levels |

**DAY 3:**

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| Objectives:   * Assess students to determine knowledge of the culture (language, food) of Botswana * Assess knowledge of geographic locations within Botswana | Common Core Learning Standards:   * RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers | Teaching Procedures/Instructional Strategies:   * Reviewing main concepts through multisensory activities – traditional foods, language, and location of cities | Activities/Learners Vocabulary:   * Grocery store/Lebenkele * Sorghum/Mabele * Bus/Bese * Season/Go loka * Bordering/Mo molelwaneng wa * Tourists/Bajanala * Okavango Delta * Canoe/Mokoro * Pound/Thuga * Boil/Bedisa * Hello/Dumelang * Goodbye/Sala Sentle * How are you?/O Tsogile jang? * Thank you/Ke itumetse * Where is the bathroom?/Ntlwana e kale | Materials:   * World map * Picture cards * Hard copy of adapted story * Paper and pencils * Activity sheets |
| Modifications/Adaptations/Supports:   * Highlighting vocabulary words * Learning extensions * Audio recording of book * Simplified text * Communication board * Flashcards of vocabulary * Fill in the blank worksheets/structured note taking * Page magnifier for visually impaired students * Providing different modes to demonstrate comprehension | Universal Design for Learning:   * Audio recording of the book * Cooperative/small group learning * Personal hard copy of the completed notes * Multisensory activities * Visual imagery for cueing/reinforcing content | Assessments:   * Oral retell * Pointing to picture symbols * Concept mapping – providing students with key words and asking them to further elaborate on acquired knowledge |