Teacher:

Class:

Theme/Focus/Concept: Language and Culture of Botswana

Unit: A Trip through Botswana

**DAY 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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
 |