

Teacher Candidate: Bahara Baghkhanian

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THE UCI LESSON PLANNER

Part 1: Classroom Information

Grade: 4

Content Area: History-Social Science

School: Harbor View Elementary School

Mentor Teacher: Irene Edler

Group Size: 6

Lesson Length: 45 minutes

Student Context:

	Identified Needs	Accommodations
Students with Special Needs (IEP and/or 504) 1	Reading	Present instructions orally, check for understanding, additional verbal cues and prompts, provide extended time, close monitoring, preferential seating.
Students with Specific Language Needs (ELL)	N/A	N/A
Students with Other Learning Needs (Behavior, Struggling Reader, Struggling Math) 4	Struggling Readers	Close monitoring, read instructions verbally, repeat directions and provide clarification as necessary

Part 1: Planning for the Lesson

A: Standards

i. **Key Content Standard:**

H-SS 4.2.3 Describe the Spanish exploration and colonization of California, **including the relationships among soldiers, missionaries, and Indians** (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

ii. **Math Practice Standard or ELA Capacity:** [CCSS-M Standards for Mathematical Practice](#), or [NGSS Science and Engineering Practices](#), [CCSS-ELA Capacity of Literate Individuals](#)

They come to understand other perspectives and cultures.

B. Objectives

i. **Learning Objective/Goal:** The students will (**DO** __) to (**LEARN** __).

Students will engage in a guided reading entitled “How Did the Spanish Change How California Indians Lived?” and write a letter to a Spanish missionary describing challenges faced by California Indians to learn about the Spanish exploration and colonization of California, including the relationships among missionaries and Indians.

ii. **Language Objective** (transfer this from "Incorporating Academic Language"):

Students will describe how missions changed the lives of California Indians in challenging ways by writing a letter to Father Junipero Serra using textual evidence and key vocabulary to support their statements.

C. Assessments:

i. Informal assessment strategies you will use during class (What evidence will you see and/or hear and how will you note it?)

Monitor Student Writing	Monitor students as they write letters to Father Junipero Serra from the perspective of a California Indian. I will observe students to see how they utilize the information from the text to describe the manners in which the missions have changed their lives in challenging ways.
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Share-Outs Within Whole Group Setting	Throughout the lesson, student thinking will be elicited through purposeful questioning. Student descriptions will demonstrate their understanding of the content being covered in the lesson. As the children share their letters with the group, evidence of their learning will be demonstrated. If students are able to describe at least two ways that their lives (from the perspective of California Indians) have been changed as a result of the missions, comprehension of relationships among missionaries and Indians will become clear. Finally, purposeful questioning during the closure of the lesson will elicit student learning with regard to the lesson objective.
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ii. Written assessment you will use to determine, **for each** individual student, to what extent they have met your learning objectives. (What evidence will you collect?)

Each student will write a letter to Father Junipero Serra from the perspective of a California Indian. If students are able to accurately describe at least two ways that the missions have impacted their lives in challenging ways, evidence of progress toward the learning objective will be made clear.

D. Lesson Resources/Materials (e.g., handouts, manipulatives, text pages, special supplies):

1 Anchor Chart Poster Page
 Colored Markers
 6 History- Social Science for California Workbooks
 6 Pencils
 6 "A Letter to Father Junipero Serra" Prompts
 6 Sheets of lined paper
 6 Red Colored Pencils
 6 Green Colored Pencils

Part 2: Instructional Sequence - Engaging Students in the Learning Process

Introduction (10 min.): Describe how you will 1) make connections to prior knowledge, tap into their experiences and interests or use a "hook", **AND** 2) let students know what the objective of the lesson is.

Tap into prior knowledge by asking children what they know about California Indians and how they lived before Europeans arrived.

Prompt students to share their responses.

After students have expressed their ideas, guide them to the first page of the reading entitled “How did the Spanish change how California Indians Lived?” Read *Set the Scene* with the group and ask students to predict how the California Indians and European explorers might get along.

Introduce key vocabulary to students in order to provide familiarity with words and clarify any confusion or misconceptions.

Tell the children that today they will be learning about how the Spanish came to California and the ways that they impacted the lives of California Indians.

Body of the Lesson (25 minutes): Describe step-by-step what the teacher **and** the students will be doing during the lesson.

Engage the students in a guided reading of *The Europeans Settle in California*.

Support: Chorally read with students in order to ensure they receive verbal support.

Pause at key points to provide clarification and ask questions.

Create a double-bubble graphic organizer chart on an anchor chart and ask students to first provide a definition of what a colony is. After filling in that part, ask students to provide a definition of what a mission is.

Prompt students to work with an elbow partner to examine how a mission is similar to a colony.

Encourage the children to share their ideas aloud and fill in the center of the graphic organizer accordingly.

Engage the students in a guided reading of *Problems at the Missions*.

Support: Chorally read with students in order to ensure they receive verbal support.

Pause at key points to underline sentences (in green) that demonstrate examples of ways that the Spanish positively contributed to the lives of of the California Indians.

Pause at key points to underline sentences (in red) that demonstrate examples of ways that the Spanish impacted the lives of of the California Indians in challenging ways.

Provide students with the “A Letter to Father Junipero Serra” Prompt attached.

After reading the text, tell students to imagine they are California Indians whose lives were changed after the Spanish brought them into missions. Instruct students to write a letter to

Father Junipero Serra, expressing at least two ways that the missions changed their lives in a challenging way.

Support: Read instructions to children orally, repeat as necessary, and provide clarification. Communicate with student with an IEP to check for understanding. Monitor the children closely and provide necessary support throughout.

Encourage students to use their notes to support them as they determine how their lives were impacted by missions in challenging ways.

After providing students with an opportunity to write their letters, encourage volunteers to read or express what they wrote within their letters to the group.

Connect the learning together by prompting students to express who came to California, what they established in California, who it impacted (and how), and ways that California Indians responded.

Part 3: Incorporating Academic Language

(to be completed after you have planned the content part of your lesson plan)

1. Describe the rich learning task(s) related to the content learning objective.

Students will be actively engage in the reading, having opportunities to answer questions throughout and collaborate with fellow classmates. They will utilize red and green colored pencils to identify the manners in which their lives were impacted by missions in positive as well as challenging ways. Further, students will be provided with an opportunity to write a letter to Father Junipero Serra expressing how their lives have been impacted in challenging ways by missions from the perspective of a California Indian.

2. **Language Function:** How will students be communicating in relation to the content in the learning task(s)? Identify the specific **function** (purpose or genre) you want to systematically address in your lesson plan that will scaffold students to stronger disciplinary discourse. The language function will always be a verb. Some examples are: describe, identify, explain, justify, analyze, construct, compare, or argue.

Describe

3. **Language Demands:** Looking at the specific function (purpose or genre) your students will be using, what are the language demands that you will systematically address in this lesson?

Vocabulary:

Key to this lesson:

Colony, expedition, missionary, mission, Catholicism

Syntax[1]:

To Begin...

To Continue...

Further...

In addition...

Discourse[2]:

Students will read or explain what they wrote in their letters aloud in order to express what they wrote to Father Junipero Serra.

4. **Language Objective:** What is/are the **language objective(s)** for your lesson? (The students will (FUNCTION) (LANGUAGE RELATED TO CONTENT) (SYNTAX AND/OR DISCOURSE))

For example: The students will **compare different types of parallelograms using transition words such as similarly, different from or by contrast**. Note: be sure to copy and paste this into the top of the lesson planner.

Students will describe how missions changed the lives of California Indians in challenging ways by writing a letter to Father Junipero Serra using textual evidence and key vocabulary to support their statements.

6. **Language Support:** What **instructional strategies** will you use during your lesson to teach the specific language skill and provide support and opportunities for guided and independent practice?

Instruction	Guided Practice	Independent Practice
During the introduction, academic language will be discussed as students are supported in understanding each vocabulary term with the guidance of the educator.	Throughout the guided reading, the academic language will be consistently seen in writing and discussed in a collaborative manner. The double-bubble activity will specifically support the terms "colony" and "mission" as students reason through their similarities and differences. Further, as students read through	Students will have access to the vocabulary terms within their workbooks, which will support them as they draw on textual evidence as well as vocabulary when writing their letters to Father Junipero Serra.

	<p><i>Problems at the Missions,</i> they will be supported as they identify positive and negative impacts of the missions with red and green colored pencils.</p>	
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A Letter to Father Junipero Serra

After reading *How Did the Spanish Change How California Indians Lived?* it is clear that the missions had a large impact on the lives of California Indians. Imagine that you are a California Indian, and you have been brought by the Spanish to live in a mission. Write a letter to Father Junipero Serra (the missionary who started the mission in San Diego in 1769) describing at least two ways that the mission has changed your life in a challenging way. Be sure to use key vocabulary and evidence from the reading to support your descriptions.

1. Begin by introducing yourself as a California Indian living in a mission.
2. Then, describe at least two ways that the mission has changed your life in a challenging way.
3. Finally, tell Father Junipero Serra what you plan to do moving forward (ex: leave the mission, continue working with fewer restrictions, etc.)