

Architectural Wonders of the World

Lesson Plan

Lesson Overview

Topic	Lesson Information
Lesson Title:	Architectural Wonders of the World
Lesson Author:	Helen Fitzgerald, Keystone Opportunity Center, hfitzgerald@keystoneedu.org
Date Created:	June 2023
Lesson Timeframe:	3.5 hours
Content Area(s):	ESL
General Topics/Skills Covered:	Reading, writing, listening, speaking, and digital skills
NRS Level(s):	ESL 4-5
Prerequisite Skills:	NA

PA Foundation Skills

Standards / Skills	Standards and Skills Addressed in the Lesson
College and Career Readiness Standards (CCRS):	<p>Reading Anchor 1, Level C: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><u>Level C:</u></p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text. Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

Standards / Skills	Standards and Skills Addressed in the Lesson
	<p>Language Anchor 4, Level C: Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting general reference materials, as appropriate.</p> <p><u>Level C:</u> Determine or clarify the meaning of unknown words and phrases, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context as a clue to the meaning of a word. b. Consult digital reference materials (e.g., Google search) to find the pronunciation and determine or clarify the precise meaning of key words.
<p><u>English Language Proficiency Standards (ELPS) (if applicable):</u></p>	<p>Anchor # 1, Level # 4 An ELL can construct meaning from oral presentations and informational text through level-appropriate listening, reading, and viewing.</p> <p><u>Level 4:</u> An ELL can use an increasing range of strategies to:</p> <ul style="list-style-type: none"> ● Determine a central idea or theme in oral presentations and spoken and written texts. ● Analyze the development of the themes/ideas. ● Cite specific details and evidence from texts to support the analysis. ● Summarize part of a text. <p>Anchor # 2, Level # 4 An ELL can participate in level-appropriate oral and written exchanges of information and ideas in various social and academic contexts, responding to peer comments and questions.</p> <p><u>Level 4:</u> An ELL can ...</p> <ul style="list-style-type: none"> ● Participate in conversations, discussions, and written exchanges about a range of topics and texts. ● Build on the ideas of others. ● Express his or her own ideas. ● Clearly support points with specific relevant evidence. ● Ask and answer questions to clarify ideas and conclusions. ● Summarize the key points expressed. <p>Supporting Anchor # 8, Level # 4 An ELL can determine the meaning of words and phrases in oral presentations and informational text.</p>

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	<p><u>Level 4:</u> An ELL can, by using context, questioning, and an increasing knowledge of English morphology:</p> <ul style="list-style-type: none"> Determine the meaning of general academic and content-specific words and phrases in spoken and written texts about a variety of topics and experiences.
<p><u>Digital Literacy Skills:</u></p>	<p>1.4 Uses Mobile Devices for Learning: Navigates, utilizes, and optimizes the functionality of mobile devices for life, work, and education. Level 1: Recognizes mobile devices and utilizes common controls with detailed instructions. (BCM 1.4.1)</p> <p>2.1 Accesses and Navigates the Internet Safely: Uses the various features of a web browser. Level 1: Identifies and explains the purpose of the common navigational features of the web browser that are installed on a personal device, identifies ways to connect to the internet, and connects a familiar device by following step-by-step directions. (INT 2.1.1)</p> <p>4.1 Compares Online Search Results with Objectives: Solves problems by identifying the type of information needed and by describing how it will help to accomplish goals. Level 1: Identifies a problem and selects from explicitly provided online sources of information that could be used to solve it. (IL 4.1.1)</p>

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
Lesson Objective(s):	<p>By the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • Identify in speaking and writing the names, locations, functions, and main historical facts of five architectural wonders of the world by completing Worksheet One. • Activate prior knowledge by asking questions. • Connect new information with what they already know by reading and discussing the text. • Set a purpose for reading by gathering evidence about several architectural wonders of the world. • State the main ideas and relevant details from the reading and talk about these five architectural wonders of the world. 	<ul style="list-style-type: none"> • Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
Texts, Materials, Resources:	<p>Notes about LMS:</p> <ul style="list-style-type: none"> • This lesson is presented in Canvas. Email blezanic@tiu11.org to request access to the course. • After getting access to the course, make a copy for your own use by following these directions. • Teachers and students who are not currently using Canvas can get their own free accounts. • If you would like to place all lesson contents in a different LMS, follow the link to access a folder of all materials. <p>Textbook and Video Links:</p>	<ul style="list-style-type: none"> • Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?

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	<ul style="list-style-type: none"> • Textbook: Side By Side Plus, Level 4, pp. 50b, 50c by Pearson • Google Maps • Informational YouTube Videos on the topic. <ul style="list-style-type: none"> • Rick Steves Guggenheim Museum, Bilbao https://www.youtube.com/watch?v=naWlQhV057Y • Petronas Towers, The Tallest Twin Towers in the World - Kuala Lumpur, Malaysia https://www.youtube.com/watch?v=WdP0AsWgTgo • Explore Views of the Burj Khalifa with Google Maps https://www.youtube.com/watch?v=cn7AFhVEI5o • Sydney Opera House - UNESCO World Heritage Site https://www.youtube.com/watch?v=KAYLcWhyWj4 • Durango Mazatlan Highway Baluarte Bicentennial Bridge https://www.youtube.com/watch?v=8N5AAO0LVsE 	

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<p>Lesson Vocabulary:</p>	<ul style="list-style-type: none"> • Students fill in the blanks by using vocabulary words in context. They use context clues to help them guess the correct word that matches the sentence's meaning. These sentences are not in the reading. The vocabulary words are taken from the reading. • Vocabulary that students will need to know in order to engage in the reading tasks: <u>architecture</u>, <u>museums</u>, <u>design</u>, <u>accomplishment</u>, <u>improvements</u>, <u>tunnel</u>, <u>Western Hemisphere</u>, <u>performances</u>, <u>magnificent</u>, <u>destination</u>. • Students engage in a fill-in-the-blanks vocabulary activity. They follow the instructions. They read each sentence and type and submit their answers. 	<ul style="list-style-type: none"> • Include 5 -10 vocabulary terms. • Include instructional strategies below for teaching the vocabulary.

Instructional Activities

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<p>Lesson Introduction:</p>	<ul style="list-style-type: none"> • In this reading comprehension lesson in ESL Social Studies, students will read about five architectural wonders of the world. • Students will practice various English language skills including reading, writing, listening, vocabulary, and digital literacy. • Before reading the text, the students respond to the pre-reading discussion. They write down the names of these places, where they are located, and what they were built for, etc. 	<ul style="list-style-type: none"> • Explain how the lesson objectives will be shared with learners. • Make connections to learners' goals and prior and future lessons.

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	<ul style="list-style-type: none"> Learners click on the Google Maps link and find the countries, cities, and continents where these architectural wonders are located in the world. Students make a list. They include the name of the architectural wonder, the city, the country, and the continent where it is located. For example: The Guggenheim Museum, Bilbao, Spain, Europe. Learners work on the vocabulary exercise. They read the vocabulary words and fill in the blanks by using the vocabulary words in context. The vocabulary words are taken from the reading, but these sentences are not in the reading. They use context clues to help them guess the correct word. The vocabulary words are <i>architecture, museums, design, accomplishment, improvements, tunnel, Western Hemisphere, performances, magnificent, destination.</i> 	
<p>Lesson Body:</p> <ul style="list-style-type: none"> Direct Instruction Guided Practice Independent Practice 	<ul style="list-style-type: none"> Students read Section One about the Guggenheim Museum, Bilbao. They answer the questions about this reading in the next activity. Students watch a short YouTube video about the museum. <ul style="list-style-type: none"> Rick Steves Guggenheim Museum, Bilbao https://www.youtube.com/watch?v=naWlQhV057Y They write two to three sentences about what they liked about the video. The students read Section Two of the reading about the Petronas Towers. They answer the questions about this reading in the next activity. The students watch the following short You Tube video: 	<ul style="list-style-type: none"> Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.

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	<ul style="list-style-type: none"> ○ Petronas Towers, The Tallest Twin Towers in the World - Kuala Lumpur, Malaysia https://www.youtube.com/watch?v=WdP0AsWgTgo ● Then they write two to three sentences about what they liked about the video. ● The students read Section Three of the reading about the Burj Khalifa. They answer the questions about this reading in the next activity. ● Students watch the following short YouTube video: <ul style="list-style-type: none"> ○ Explore Views of the Burj Khalifa with Google Maps https://www.youtube.com/watch?v=cn7AFhVEI5o ● Then they write two to three sentences about what they liked about the video. ● Students read Section Four about the Sydney Opera House. They answer the questions about this reading in the next activity. ● Students watch the following short YouTube video: <ul style="list-style-type: none"> ○ Sydney Opera House - UNESCO World Heritage Site https://www.youtube.com/watch?v=KAYLcWhyWj4 ● Then they write two to three sentences about what they liked about the video. ● Students read Section Five about the Baluarte Bicentennial Bridge. They answer the questions that follow. ● Students watch the following short YouTube video: <ul style="list-style-type: none"> ○ Durango Mazatlan Highway Baluarte Bicentennial Bridge https://www.youtube.com/watch?v=8N5AAO0LVsE 	

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	<ul style="list-style-type: none"> The teacher reads student submissions and gives feedback to the students. 	
Formative Assessment	<p>Writing a summary: Students are asked to summarize in writing what they learned about each one of these five architectural wonders of the world. Then they review their writing to make sure that they have included the information that they wanted to talk about.</p>	<ul style="list-style-type: none"> How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)? What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?
Summative Assessment	<ul style="list-style-type: none"> Quiz: Students take the True or False Quiz. They read the statements and respond to each statement with either True or False. Writing, and expressing opinion: In this activity students write a paragraph about which one of these five architectural wonders of the world is their favorite and why. They give their paragraph a title. Before submitting their paragraph, they edit and proofread their writing. Think and share, Three Questions: In this activity, students answer the following questions: <ul style="list-style-type: none"> Which of these five architectural wonders of the world would you like to visit one day? Why? Describe a famous building, bridge, or landmark in your area. What is it made of? Why is it famous? 	<ul style="list-style-type: none"> Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.

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	<ul style="list-style-type: none"> ○ Every big city has at least one famous building or bridge. Name at least three big cities, the countries they are located in, and what each one is known for. For example: <ul style="list-style-type: none"> ■ San Francisco, California, in the USA is known for the Golden Gate Bridge. ■ Paris, France, is known for the Eiffel Tower. ■ London in the U.K., is known for Buckingham Palace. 	
<p>Lesson Conclusion:</p>	<p>In this lesson, students practiced several language skills, including reading aloud, reading comprehension, vocabulary, listening, and writing. They built on their background knowledge, learned new content while practicing their language skills. They also practiced digital skills throughout the lesson.</p>	<ul style="list-style-type: none"> ● Review lesson objectives. ● Provide an opportunity for student reflection. ● Connect to prior and future learning.