CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # C-37

UNIT TITLE: Deserts and Native American

Created By: Vernon Massey - Summer 2002

GRADE: 1st
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will _____________________________ by _____________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
   The teacher will....
   The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Theme Unit:
Desert & Native Americans

ALGEBRA
ART HISTORY
Biology
FRENCH
Geography
English 101

By Vernon Massey
July 15, 2002
Language Arts Standards
Language Arts Writing Standard
1.1.1.2, 1.3  Select a focus when writing, use descriptive words when writing, print legibly and space letters, words and sentences appropriately.

Language Arts  Reading Comprehension Standard: 2.2
Respond to who, what, when, where, and how questions.

Language Arts  Writing Applications Standard: 2.2
Write a brief expository description of a real object, person, place, or event, using sensory details.

Language Arts  Standard: 1.0
Word analysis, fluency, and systematic vocabulary development.

Geography Standard
Geography Standard 3.3 Construct a simple map, using cardinal directions and map symbols.

Social Science Standards
Social Science  Standard: 1.5.2, 1.5.3
Social Studies Standard: 1.2:4  Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation and recreation.

Visual Art Standards
Art  Standard: 1.3, 2.4 & 2.6
Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture. Plan and use variations in line, shape/form. Color and texture to communicate ideas or feeling in works of art. Draw or paint a still life, using secondary colors.

Art  Standard: 3.0, 3.4
Understanding the Historical contributions and cultural dimensions of the visual arts.
View. Identify art objects from various cultures and describe what they have in common and how they differ.

Physical Education Standards

P.E.  Standard: 3.3-engage in sustained physical activity that causes an increased heart rate and heavy breathing.

P.E.  Standard: 5.4, 4.2
The student will demonstrate responsible personal behavior while participating in movement activities. After rules and procedures have been taught, students will act out the rule and demonstrate the proper use of equipment. Students will respond accurately to the identified rules and procedures and respond to the teacher’s signals.
Show interest in trying a wide variety of physical activities outside the physical education class.
Rationale

I chose to do deserts because I have an interest in desert cacti plants. Some Native Americans live in the southwestern deserts of the United States. So I plan do incorporate these tribes in to my lessons. Students should be able to understand that there are different climates around the world and the animals and plants make their home in these places. The unit includes many standards across the curriculum. Other than just social science, this unit includes geography, language arts, physical education, and visual arts. The first half of the unit focuses on the animals and plant life native to Arizona and the Sonoran Desert.

The second half of the unit will focus on Native Americans who live in the southwest. This coincides with a chapter in their Social Science book on the Navajo tribe. The art activities and films I will be showing will help students. The activities will help children to understand different cultures and how they live and survive in the desert environment.
# Vocabulary

**Animals**
- Coyote
- Gila monster
- Horned toad
- Jackrabbit
- Kangaroo rat
- Tarantula
- Scorpion
- Desert tortoise
- Horned lizard
- Gecko
- Rattlesnake
- Hawk
- Gila woodpecker
- Turkey vulture
- Roadrunner
- Elf owl
- Javelina
- Badgers
- Antelope ground squirrel
- Bobcat
- Camel

**Other Deserts**
- Arabian
- Sahara
- Australian desert
- Gobi
- Mohave Desert, California
- Sonoran Desert, Arizona
- Great Sand Dunes, California
- Death Valley, California

**Plants (cacti)**
- Saguaro cactus
- Cholla
- Prickly pear cactus
- Succulents
- Barrel cactus
- Thorns
- Yucca plant

**Native American**
- Navajo
- Pueblo
- Hogan
- Kava
- Clan
- Adobe
- Ancestor
- Kachina
- Piki
- Potter
- Turquoise

**Desert Words**
- Oasis
- Nocturnal
- Dunes
- Desert
- Adapt
- Stinger
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<th>Language</th>
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| **2 Kids per scale**        | **162**     | **163**     | **164**   | **165**    |
| **Shyanne 15th**             |             |             |           |            |
| **5th quarter writing example** | **Tomera**  |             |           |            |
| **Christy 17th**             |             |             |           |            |
| **Field Trip** 8:45-10:00   | **165**     | **165**     | **166**   | **166**    |
| **VR Kamper's Observation** | **165**     |             |           |            |

| **Attendance**              |             | Math - Use a balance & estimate & Write in | Introduce Birthday |
| **Lunch Count**             |             | Measure | **341-344** | WKB |
| **Pledge**                  |             | **24.1 & 24.2** | **Group1** | Group 2 |
| **Quick Review**            |             | **ME 1.2, 2.1, 3.0** | **LA Stand (1)** |
| **Check HMW Calendar**      |             | **345 46** | **Spelling** |
| **Quick Review**            |             | **24.3** | **Group** | Write in |
| **Bullard Board**           |             | **347-49** | **Spelling** | Group 12 |
| **Draw Animal Plant**       |             | **Group** | Write in  | UWB |
| **Choose the Measuring Tool** | **Group**   |           |           |            |
| **Write in**                |             |           |           |            |
| **Quick Review**            |             |           |           |            |
| **Wheel of Natural Animals - After Spelling** | **Group 12** | | |
| **Library**                 |             |           |           |            |
| **Quick Review**            |             |           |           |            |
| **Spelling Test**           |             |           |           |            |

**Notes:**
- **2 Kids per scale**
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Cardboard Stencils

8:30 - 11:30

Angela

Bike Slips

Math Test

Chap 26

Introduce Chap

Quick Review

27.

Spelling Test

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The Lesson Plan Book 31

Creative Teaching Press, Inc.
Clinical Teaching Lesson Plan (Rev. 5/2002)  
Circle One New or RETEACH

Grade: 1st  Subject: Language Arts  Standard: 1.0.1.1,1.2,1.3  Lesson Title: Making a Cactus Journal

Teaching Materials: 2 Green-front and back covers and 5 journal pages for each student. Stapler
Vocabulary: Cactus
Student’s Materials: Scissors, pencil and crayons

Objective: The students will construct a Cactus Journal and then put their name on it. They will use this journal to write about the desert each day for 5 days.

Set: Today boys and girls we are going to make a cactus journal. This will be used throughout the week to write down things we learn about the desert. After we finish this week you will be able to take it home.

Background/Input: This week we are going to make a new journal instead of using your regular journal. We can add all the information and vocabulary we learn to our new journals.

Procedure/Application:

1. Teacher teaches:  
(Visual/auditory)- Show a completed journal, and then model the construction process. On the whiteboard list the steps: First we get 2 green pages and 5 white pages. Next we cut out the cacti on each of the pages. Then we line up the pages and staple them together. Last we write our names on the front. Then we write everything we know about the desert. Store journals in our desks.

2. Students teach the teacher  
(Oral/Psychomotor/Kinesthetic) Students will show the teacher that they can follow directions through each step as they cut out their journal. Then using the prompt on the board, the students will write about the desert.

3. Guided Practice: Teacher models the completed journal and then proceeds to show the students how to cut their papers. Teacher models a written story on the board about deserts. Animals or plants that may live there, as well as people.

4. Activities: Sort paper according to front, middle and back. Draw extra thorns and put their name on the front of the book. Use the journal each day to write information down about that day’s topic.

5. Independent Practice: (see above)

Assessment/Criterion: (Tie-in with objective)  
Part of the assessment will be to observe that they have their names and the title “Cactus Journal, on each journal. The teacher will assess this assignment by checking to make sure that the journal is used everyday and that each student is using his or her journals. The teacher will use a stamp on each page to indicate that the teacher has checked the journal.

Student Teacher  

Master Teacher Approval  

Date 7/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st  Subject: Social Studies  Standard: 1.2.4  Lesson Title: Meeting the Desert

Teaching Materials: Video Reading Rainbow Series: Giant Saguaro Cactus, Whiteboard, markers-Cactus Journals.

Vocabulary: Adapt, Saguaro Cactus, Desert, Prickly Pear Cactus, Nopalis, succulents, thorns, spines, cholla, barrel cactus, scorpion, tarantula, gecko, tortoise, horned lizard, rattlesnake, Gila monster, Gila woodpecker, hawk, Turkey Vulture, Roadrunner, Elf owl, Jackrabbit, kangaroo rat, coyote, skunk, bobcat, antelope ground squirrel, and javelina. Oasis, dunes

Student’s Materials: Pencil and journals

Objective: After watching a video and making a graphic vocabulary KWL chart the students will understand desert dry climate, and be able to name 1 plant in the desert and also able to name 4 animals that live in the desert.

Set: Today boys and girls we are going to learn about the dessert and the kind of plants and animals that live there.

Background/Input- raising your hands can anyone tell me something they already know about the dessert? Make a graphic organizer on the whiteboard as we discuss the desert.

Procedure/Application:

- **Teacher teaches:**
  - (Visual/auditory) - After talking with the students about their prior knowledge and making a graphic vocabulary web on the board we will watch a video from Reading Rainbow series call the Desert Giant: World of the Saguaro Cactus.

- **Students teach the teacher:**
  - (Oral/Psychomotor/Kinesthetic) After the movie the students will orally respond to questions asked by the teacher. Teacher will write new information on the whiteboard graphic web.

- **Guided Practice:** Teacher will model on the overhead, a favorite
  - Animal and writing down something they know about that animal. They will also write down a cactus and something they learned about it.

- **Activities:** Student will share their knowledge after watching a video in making a KWL chart. Students will write about the desert in their cactus journals. They will pick their favorite animal and also name a cactus and write about what they know about the animals. This will be used to help them write a story in another lesson.

- **Independent Practice:** Reading books on the desert. Activities plan
  - Through-out the week- see activity section

Assessment/Criterion:
(Tie-in with objective) Student will be able to share what they know about the desert through their writing in a journal. Students will name and discuss 4 animals and 1 plant.

Student Teacher: [Signature]
Master Teacher Approval: [Signature]
Date: 7/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One: New or RETEACH

Grade: 1st  Subject: Art  Standard: 1.3, 2.6 & 2.4  Lesson Title: Watercolor Desert Sunset

Teaching Materials: watercolors, brushes, water container, newspaper, black paper and cutout stencils, chalk and glue.
Vocabulary: Silhouette, sunset, saguaro
Student's Materials: Scissors, pencil

Objective: The students will make a desert sunset picture with 2 animals and 2 plants from the stencils available.

Set: Today boys and girls we are going to learn about silhouettes and desert sunsets. We will be making animals and cacti in black paper to show what they might look like at night. Show the art project and wait for some responses from the students.

Background/Input: If you went outside at night what would you see. Would you be able to see the whole shape of your house or a car without the light on anywhere.

Procedure/Application:
1. Teacher teaches:
   (Visual/auditory)- Students will sit on the carpet in the back of the classroom and listen as the teacher explains each step. The teacher will use the art board to list the steps. First students will cover their desks with a piece of newspaper. Then they will get a watercolor set, brush, water-cup, and white piece of paper. Next they will write their name in large letters on the back of the white paper. Then they will paint the sunlight using colors like yellow, red, orange, blue, and purple. They will move their paper to the drying rack. Then they will be given a black piece of paper, chalk and stencils. Next they will cut out a landscape and use the extra material for their stencils. Each student will pick 2 animals and 2 plants for their desert scene. They will use the chalk to draw around the stencils. And then cut each plant or animal out. Next they will take their dry sunsets and position the landscape, animals and plants. Last they will glue each item on their picture and leave the completed work on their desk to dry.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic)- Student will orally tell the teacher all of the steps. If they have problems they will come up and reread the board.

3. Guided Practice: The teacher will show a completed art project. Teacher will explain each step and write down first, then, next, and last. Teacher will walk around to make sure students are following directions and that there are no problems.

4. Activities: painting a sunset picture with bright watercolors, cutting and gluing silhouettes in black paper and gluing them to the sunset picture.

5. Independent Practice: (see above)

Assessment/Criterion: Observe students throughout art project. See if students understand and can follow directions. Each student will have a landscape and 2 animals and 2 desert plants.

(Tie-in with objective)

Student Teacher: [Signature]  Master Teacher Approval: [Signature]

Date: 7/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One: New or RETEACH

Grade: 1st  Subject: Life Science  Standard: 2.1
Lesson Title: Desert wheel of nocturnal and daytime animals

Teaching Materials: 2 Worksheet and bracket
Vocabulary: Nocturnal
Student's Materials: pencil, scissors, and crayons

Objective: The students will make a wheel to learn about nocturnal and daytime animals in the desert.

Set: Today boys and girls we are going to construct a wheel that will help us learn about Desert animals.

Background/Input: Before we start the project we will review what we know about the desert animals and write it on the overhead.

Procedure/Application:

1. Teacher teaches: (Visual/auditory) The teacher will model how to cut out the wheel and how to cut it together. Then we will talk about animals that come out at night for food vs. animals that come out in the daylight.

2. Students teach the teacher (Oral/Psychomotor/Kinesthetic): Students will follow directions and cut out the wheel and color the pictures.

3. Guided Practice: The teacher will make a sample of the wheel and talk about each step that should be accomplished. Then the kids should color neatly all of the pictures.

4. Activities: These activities will be done after seatwork is completed in the morning and during Language arts.

5. Independent Practice: (see activity)

Assessment/Criterion:
(Tie-in with objective) Student's completion of the wheel in a timely fashion and following directions from start to finish

Student Teacher: [Signature]
Master Teachers Approval: [Signature]

Date: 1/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st        Subject: Language Arts    Standard: 3.1    Lesson Title: Make a Desert Book

Teaching Materials: Worksheet, reading a Book on the Desert, and a stapler
Vocabulary:
Student’s Materials: pencil, scissors, and crayons

Objective: The students will recall information they learned about the desert, through books and videos and write it in their book. Then they will put the book together and staple it to the tortoise sheet.

Set: Today boys and girls we are going to construct a book on what we have learned about the desert.

Background/Input:
Before we start the project we will review what we know about the desert and write it on the overhead.

Procedure/Application:

1. Teacher teaches: (Visual/auditory) - After reviewing the information we’ve learned all week the students will make their books. Teacher will model the construction and completed book.

2. Students teach the teacher (Oral/Psychomotor/Kinesthetic): Orally kids will review what they have learned and the teacher will write the information on the overhead.

3. Guided Practice: The teacher will make a sample of the booklet and talk about each step that should be accomplished. Go over what should be written in each section. Then how to assemble the book and staple the pages together.

4. Activities: Students write the information in their books and then color the tortoise cover.

5. Independent Practice: Students will do the book and put the pages in the right order and then staple the book.

Assessment/Criterion:
(Tie-in with objective) Student’s completion of the books and following directions from start to finish

Student Teacher: [Signature]
Master Teacher: [Signature]
Date: 7/11/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st  Subject: Language Arts  Standard: 2.2  Lesson Title: My Desert Animal Research Report

Teaching Materials: Worksheet, Video Magic School bus, Desert award certificates
Vocabulary:
Student’s Materials: Pencil

Objective: The students will write about a desert animal of their choice, giving information about where they live, find food, and how they live in the desert.

Set: Today boys and girls we are going to write a report on your favorite animal. We will look in books for information or on our graphic organizer web board. Or from things we have heard this week on videos.

Background/Input-they will use knowledge that they have gained all week and the video and word walls

Procedure/Application:

1. **Teacher teaches:**
   (Visual/auditory)- The teacher will go over each part of the worksheet. The teacher will write down the animals and something about each one of them the kids will add the rest.

2. **Students teach the teacher:**
   (Oral/Psychomotor/Kinesthetic)- students will respond by completing their report on the animal of their choice. They will fill in the information for each question with complete sentences.

3. **Guided Practice:** The teacher will pick an animal, not chosen by the kids and write down information on the overhead, answering each one of the questions on the worksheet. Modeling complete sentences.

4. **Activities:** Watching a video on the desert and receiving an award for completion of this unit on deserts.

5. **Independent Practice:** (See activities)

Assessment/Criterion:
(Tie-in with objective)-
Handing in the completed report with correct spelling of animal names and neatly written.

Student Teacher: [Signature]
Master Teacher Approval: [Signature]
Date: 7/14/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st  Subject: Language Arts  Standard: 1.2 & 2.2  Lesson Title: Write a story on a desert animal

Teaching Materials: Books on the Desert, Desert worksheet to be colored and lined paper
Vocabulary: Animal and plant words on the graphic word web
Student's Materials: pencils, crayons,

Objective: The students will write a story about their favorite animal in the desert. They will have 3 pieces of information within their story.

Set: Today boys and girls we are going to write a story about our favorite desert animal. We will tell where they live, what they eat and how do they keep cool in the desert

Background/Input-
Ask the students where they can find the vocabulary words and other information they might need. Like our word wall and books on our reading table.

Procedure/Application:

- **Teacher teaches:**
  (Visual/auditory)- The teacher will go over the steps for writing at the carpet with the students. The teacher will write a story on the chalkboard to model the proper way to write sentences. The teacher will check student's work and then put the work up on the bulletin board.

- **Students teach the teacher:**
  (Oral/Psychomotor/Kinesthetic)-
  Students write on a piece of lined paper using capital letter and periods. Students follow direction and keep on task.

- **Guided Practice:**
  On the rug the teacher will talk about a favorite animal in the desert. The teacher will go over the steps for writing. Then the teacher will write a story on the chalkboard. The students will be given 15 minutes to write their story. Then the students will be asked to bring up their story for the teacher to read. If they need corrections they will correct their mistakes. After they have completed their story they can color the picture and then the teacher will staple their story and picture together and put it on the bulletin board.

- **Activities:** color desert picture
- **Independent Practice:** Find words on the word wall or in their dictionaries before asking the teacher how to spell words.

Assessment/Criterion:
(Tie-in with objective)-
Teacher will read the written stories to make sure students have enough information in their stories and make sure they have correct punctuation and capital letters, before putting them up on the board.

Student Teacher  
Master Teacher Approval

Date 7/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st  Subject: P.E.  Standard: 3.3  Lesson Title: Plant & Animal exchange

Teaching Materials: Chairs, 4 colored bands for different animals
Vocabulary:
Student's Materials: None

Objective: The students will move off their chair when an animal is called out and will find a new chair.

Set: Today boys and girls we are going to play a new chair game.

Background/Input- This game is just like Fruit basket upset

Procedure/Application:

1. **Teacher teaches:**
   (Visual/auditory) This game is similar to fruit basket upset. Instead the teacher will make bands for each child of the different animals; there will be 4 different animals. 5 kids will be jackrabbits, 5 kids will be coyote, 5 kids will be a roadrunner, and 5 kids will be rattlesnake. One student in the middle to call the animals. Each child will get out of their seat and find a new one.

2. **Students teach the teacher:**
   (Oral/Psychomotor/Kinesthetic)- Kids will orally repeat the rules of the game so that everyone remembers how to play the game. Then kids will play the game.

3. **Guided Practice:** The teacher will play the game in the beginning to make sure everyone know how to play the game.

4. **Activities:** (see Above)

5. **Independent Practice:** Student will then play by themselves until P.E. or the game is over.

Assessment/Criterion:
(Tie-in with objective) Asking questions to see if they understand what to do.

Student Teacher: [Signature]
Master Teacher Approval: [Signature]
Date: 7/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEA€H

Grade: 1st Subject: P.E. Standard: 5.4 Lesson Title: Critter Tag

Teaching Materials: Scratch paper (crumbled up) cones and wristbands of different animals.
Vocabulary: None
Student's Materials: nothing

Objective: The students will learn about animals in the desert. How some animals eat other animals and where other animals get their food. Student will run from one side of the field to another, trying not to be tagged or eaten by the coyotes.

Set: Today boys and girls we are going to play a game that teaches us about the food chain in the desert. How coyotes eat many different kinds of animals.

Background/Input- What kind of food do you think a wolf or bobcat might eat? Which animals might get eaten in the desert?

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory)- Teacher explains the game and what each child must do to complete the game. The object of the game is for the students who are coyotes to tag (thus eating their prey). Those students who are tagged become coyotes and must tag other students, until there are no (food) animals left. The object for the other kids is to try and get across the field to the food that is on the other side. If they make it they must run back to the other side with their food. The food is the scratch paper and the cones are the boundaries of the game.
2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic)- students will listen and then play the game with good sportsmanship.
3. Guided Practice: The teacher will explain and show the students what they need to do. If students are not listening or playing the game they will have a time out and will have to count to 100, before they can reenter the game.
4. Activities: Tagging and running across the field for the food.
5. Independent Practice: (see above)

Assessment/Criterion:
(Tie-in with objective)-
After the game we will discuss how hard it was for the animals to outrun the coyotes and when there were too many coyotes what happen to all the food.

Student Teacher

Master Teacher Approval

Date 7/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETeach

Grade: 1st  Subject: Geography  Standard: Lesson Title: Native American Southwest Desert States

Teaching Materials: Die-Cuts of southwestern states (California, Nevada, Utah, Arizona, New Mexico, and Colorado) and US map to glue it on.
Vocabulary: California, Oregon, Washington, Nevada, Utah Colorado, Arizona, and New Mexico, Canada, Mexico Native Americans, Indians, tribes, Reservations,
Student's Materials: pencils

Objective: The students will take the 8 states above and glue them on to the US map. They will label each state and 1 of the Native American tribes living in that area.

Set: Today boys and girls we are going to learn about Native Americans who live in the Southwestern deserts.

Background/Input: Do you remember which states had deserts in them? What kind of plants and animals would you find in these deserts?

Procedure/Application:

1. Teacher teaches: (Visual/auditory) The teacher will show and example of the states glued to the map. The teacher will write each name on the map so the kids can spell each state. The teacher will make a key so we can define our map. Stars for where Native American live. A circle will be used for the names of the states.

2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Students show teacher where the states should go and how to follow directions. Student's glue and paste states on to the map and write the information on each state.

3. Guided Practice: Each child will be given 8 states of the southwest. They will also be given a complete US map. The states will be outline on the US map so it will be easier to glue the states onto the map. The students will first put their names down and then each students will put North, South, West, and East on the top, sides and bottom of their maps. Then they will glue their states onto the maps. When they dry they will write down the states names and the Native American tribes in each state. They will also label our neighbors to the North and South.

4. Activities: Gluing and labeling a US map

5. Independent Practice: Look at a large US map and be able to tell which states are the southwestern and that there are deserts located there.

Assessment/Criterion: (Tie-in with objective)
Each student will have a completed map with 8 states glue on. Labeled with 8 state names. They will also have North, South, West, and East on their maps. Also they should be able to put our neighbors to the North and South which are Canada and Mexico. Make a key of states with deserts and Native Americans.

Student Teacher: [Signature]
Master Teacher Approval: [Signature]
Date: 11/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st  Subject: Art  Standard: 3.0, 3.3, 3.4  Lesson Title: Native American Sand Painting

Teaching Materials: Orange colored paper, bleach, cue tips, sand, paintbrushes, and newspaper, glue.
Vocabulary:
Student's Materials: pencils

Objective:  The students will make a Native American Sand painting. With Native American symbols.

Set:  Today boys and girls we are going to learn about Native Americans and sand paintings.
Why Native Americans use sand paints to tell a story.

Background/Input: Where does sand come from? What does bleach do to your clothes?

Procedure/Application:

1. Teacher teaches:  
(Visual/auditory)- The teacher will show a completed art project. Teacher will explain each step and write down first, then, next, and last. Teacher will walk around to make sure students are following directions and that there are no problems.

2. Students teach the teacher:  
(Oral/Psychomotor/Kinesthetic)- Student will orally tell the teacher all of the steps. If they have problems they will come up and reread the board, before asking the teacher, or ask another classmate.

3. Guided Practice: Students will sit on the carpet in the back of the classroom and listen as the teacher explains each step. The teacher will use the art board to list the steps. First students will cover their desks with a piece of newspaper. Then they will each get a piece of orange paper. Next they will write their name in large letters on the back of the orange paper. They will be given a small amount of bleach and a cue tip to make their drawing. Afterward they will get some glue and paint brushes and starts adding sand to their painting with teachers help. This will be a slower process and it might be a good idea to have a few students help when they are finished with their project.

4. Activities: Making a design on construction paper with bleach and then use watered downed glue and colored sand to make an Native American Sand painting.

5. Independent Practice: (see above)

Assessment/Criterion: (Tie-in with objective)
Watch to see if students follow directions and don’t miss a step. Watch to make sure they are careful with the bleach and each step is completed in a timely manner.

Student Teacher [Signature]  Master Teacher Approval [Signature]  Date 2/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st  Subject: Social Science  Standard: 1.5.2.1.5.3  Lesson Title: Pueblo Indians Beaded Necklaces

Teaching Materials: Book “A True Book The Pueblos” and Video, wooden beads, macaroni shell dyed different colors, elastic string.
Vocabulary: Pueblo (village), kava, clan, adobe, ancestors, kachina, piki, potter, Turquoise,
Student’s Materials: pencils, crayons

Objective: The students will increase their knowledge about different Native American tribes, traditions and cultures.

Set: Today boys and girls we are going to learn about the Pueblo Indians who live in New Mexico and how they live in the desert. What their homes are called and some thing they make. We are also going to make beaded necklaces out of pasta and wooden beads.

Background/Input- has anyone ever seen Indian jewelry? What is it called? What other things do Indians make, blankets, and pottery?

Procedure/Application:

1. **Teacher teaches:**
   (Visual/auditory)-Teacher will read a story about the Pueblos and some information about the beliefs and culture. We will add to our graphic vocabulary web word wall. Teacher will give a step-by-step plan of how to make an Indian necklace.

2. **Students teach the teacher:**
   (Oral/Psychomotor/Kinesthetic)-orally recall information they got from the story. Write down their answer on a KWL chart, including their word wall.

3. **Guided Practice:** The teacher will read the kids a story and then they will discuss the material in a grand conversation and write the information on the white board for later use on their word wall. Then the teacher will pass out the material for making an Indian necklace. Each child will get different beads and elastic cord to put their beads on. After they finished the teacher will tie the string and the kids can take the project home that day.

4. **Activities:** Making Indian jewelry

5. **Independent Practice:** Reading books about Native Americans

Assessment/Criterion:
(Tie-in with objective)-A test with true and false questions on vocabulary words and phrases about Pueblo Indians.

Extra lesson

Student Teacher [Signature]

Master Teacher Approval [Signature]

Date 11/19/02
Clinical Teaching Lesson Plan (Rev. 5/2002)  
Circle One New or RETEACH

Grade: 1st  
Subject: Social Science  
Standard: 1.5

Lesson Title: Native Americans “Navajo” and “Art lesson: Navajo Hogan’s”

Teaching Materials: Social Studies book “Navajo” KWL chart, at lesson designing Navajo homes  
(Hogan’s) colored paper, paper bowls.  
Vocabulary: Hogan’s, Native Americans, Navajo, and Indians
Student’s Materials: Scissors, pencil, crayons

Objective: The students will understand elements about Native Americans in this lesson (Navajo Tribe). They will build a Navajo house through art of a (Hogan).

Set: Today boys and girls we are going to learn about Native Americans. One tribe is called Navajo. We are going to read a story about the Navajo and then we are going to build a Hogan or Navajo house.

Background/Input: Does and one know anything about American Indians? Make a KWL chart

Procedure/Application:

1. Teacher teaches:  
   (Visual/auditory)- We will read over the material in their social studies book and do the page connected with that assignment. Then we will read a story about then Navajo people and make a traditional house of the Navajo people.

2. Students teach the teacher:  
   (Oral/Psychomotor/Kinesthetic) Students read together and do the work page together. In the Art project they will listen and follow direction and each step that is outlined by the teacher.

3. Guided Practice: Students will meet on the rug to start this lesson. We will construct a KWL chart or graphic organizer of our vocabulary. We will read a story about the Navajo people and then do another reading in our social studies book. We will also do a page in the workbook. After these are finished we will construct a Hogan out of paper bowl and colored brown paper and marker and crayons.

4. Activities: Art, reading a story, social studies reading and workbook page.

5. Independent Practice: Read books on back table about Native Americans.

Assessment/Criterion:  
(Tie-in with objective) Participate in prior knowledge with raised hands. Not yelling out answers. Finish the workbook page and complete art project of a Navajo Hogan.

Student Teacher:  
Master Teacher Approval:  
Date: 7/19/02

Extra Lesson
Clinical Teaching Lesson Plan (Rev. 5/2002)
Circle One New or RETEACH

Grade: 1st  Subject: Language Arts  Standard: 2.0  Lesson Title: Indian Writing and Sign Language

Teaching Materials: Salmon colored paper, colored pencils, brown markers, white board and markers.
Vocabulary: sign language,
Student’s Materials: Pencils, crayons, scissors

Objective: The students will write a story with the teacher and then we will convert the story into Indian Picture language. The student will write both stories on their paper.

Set: Today boys and girls we are going to learn how to write in Indian picture language. We will be writing a story and changing it into an Indian writing.

Background/Input Show Indian writing on the board or overhead and ask if any one know what this is. Ask if any body know what ASL (American Sign Language) is used for. Talk about Indian sign language was used to talk with different tribes or clans when they could speak the same language. People would talk in sign and they could communicate.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory)- The teacher will explain the concept of picture writing and sign language. The teacher will help write a story with student participation and then we will convert it into Indian picture language. The story should involve and Indian boy and girl going out to look for food.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic)- Student will participate by asking questions and raising their hands to add material to the story. Children will copy the text onto their papers and then draw the Indian pictures also.

3. Guided Practice: Today we will be writing a story about an Indian boy and girl who went hunting. We will write the story in English and then we will write it in pictures. You will copy the sentences in English and then copy the pictures onto your paper. We will together on the story.

4. Activities: Indian writing

5. Independent Practice: Look at the books and come up with their own story using the Indian pictures.

Assessment/Criterion:
(Tie-in with objective)- Going around to make sure kids have written in both English and the picture writing.

Student Teacher  Master Teacher Approval

Date  7/19/02
Day and Night (Wheel A)

Some animals are active during the day (diurnal), and some are active at night (nocturnal). This wheel will show you some of each.

Color and cut out Wheel A (page 25) and Wheel B (page 26). Glue Wheel B on a paper plate. Place Wheel A over Wheel B lining up the center dots. Use a brad to connect the wheels through the center dot. Turn the back wheel to view the animals in the cutouts.
Day and Night (Wheel B)
on the Desert theme study.
for doing a RED HOT JOB

Congratulations to
My Desert Animal Research Report

By ___________________________

1. Name of animal:

______________________________________________________________________

2. Where does this animal make its home?

______________________________________________________________________

3. What does this animal look like?

______________________________________________________________________

______________________________________________________________________

4. What does this animal eat?

______________________________________________________________________

______________________________________________________________________

5. How is this animal adapted to living in the desert?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

6. Use the back of this page to illustrate your animal in its natural habitat.
A desert is a very dry place. This is a picture of a desert.

A desert has many kinds of plants. This is a picture of my favorite desert plant.

A desert has many kinds of animals. This is a picture of my favorite desert animal.

It is a ____________________________

It is a ____________________________
This is a picture of an animal that hunts during the day.

It is a ______________________.

Deserts can be very different. This is me on a desert in

__________________________________________

This is a picture of an animal that hunts at night.

It is a ______________________.

I think the desert is an interesting place because ______

__________________________________________

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Note to Teacher: Use with "A Walk in the Desert" on page 115.
Pattern
Use with "A Walk In The Desert" on page 115.
Activities

Making 2 journals. A Cactus journal the 1st week and Coyote journal the 2nd week. Sort paper according to the front, middle and back and staple those pages together. Have students write their names and the dates of the cover and color or add details to their covers. Use the journal each day to write information down about that day's topic.

Art: Desert Sunset. Painting a sunset picture with bright watercolors, cutting and gluing silhouettes in black paper and gluing them to the sunset picture. Native American Sand Painting. Making a design on construction paper with bleach and a cue tip. Use watered downed glue and colored sand to make a Native American Sand painting.

Making a KWL chart: Make a prickly pear cactus of the desert vocabulary words. Student will share their knowledge after watching a video in making a KWL chart. Students will write about the desert in their cactus journals. They will pick their favorite animal and also name a cactus and write about what they know about the animals. This will be used to help them write a story in another lesson.

Make a desert book with a tortoise back cover. The kids will answer the questions on this small book and draw the pictures that go along with it. Then they will staple the books together and take them home.

Desert Report: Will be on their favorite animal from the desert. They will answer each question with a complete sentence. This will be followed-up with a written paper on the same subject.

Desert Awards: Each child will receive an award on the completion of this unit.

Make a map of 8 states of the west coast: California, Oregon, Washington, Idaho, Nevada, Utah, Arizona, and New Mexico. Make a key after construction of the map and add colored dots on states that have deserts and where Native Americans live.

Color a picture of the desert and write a story about one of the animals in their journals.

Show videos:
Desert Giant: The World of the Saguaro Cactus” by Reading Rainbow
LeVar explains the life and seasons of the desert. Inhabitants including jack rabbits, bobcats, gila monsters, and javelina pig and woodpeckers are a few of the segment features. He explores how cactus adapts to the heat and scarcity of water, and explains the appropriate dress for people in a hot, dry climate. “Snake man” gives a close-up look at rattlesnakes

“Knots on a Counting Rope” by Reading Rainbow. A Native American tale about Boy-Strength-of-Blue-Horses and his grandfather reminiscing about the boy’s birth, his first horse race where he faces his greatest challenge – his blindness. The emphasis of this video is on courage and encouraging people to face the things that frighten them. LeVar faces a night alone in the wilderness, and overcomes doubt.

Make an American Indian skin story using paints and sign from a book.

Make American Indian Masks of animals within the desert: Kit fox, bat, owl, and jackrabbits.

Write a story in their journal about what they learned during the American Indian unit.

2 PE activities, one similar to upset the fruit basket, a chair game and the other a different take on a tag game. The kids are different animals and the child who is in the middle call 1-4 animal names and they have to change chairs. The other activity is similar to tag. 2 kids in the middle who are coyotes and the rest have to run across a field to get their food without being tagged or eaten by the coyotes.

Making a nocturnal and daytime animal wheel. This will help kids with their reports and favorite animal stories.
Bibliography

Books


Butterfield, Moira, Calder, S. Calder S., (1999) “This is a rocky place. It is hot and dry. Where am I?” Mankato, Minnesota, Thameside Press


Guiberson, Brenda Z.; “Cactus Hotel” Spotlight books, 2nd grade Easterby curriculum.


McGraw and Hill, Teacher’s Multimedia Edition “My World Adventures in time and place” National Geographic Society


Radley, Gail. 2001, “Vanishing from Grasslands and Deserts” Carolrhonda books, Minneapolis, MN


Steele, Christy; 2001, “Deserts-Biomes”, Steck-Vaughn, Austin Texas


**Videos**
Magic School Bus-(1997)“All Dried Up” 30 Min
Reading Rainbow series- (1990), Desert Giant: “World of the Giant Saguaro Cactus”, 30 Min.

**Thematic materials**
This Place Is Dry-IMC-Fresno Unified
Powell, Teri and Mason, Vonda, 1992, “Theme Unit Deserts” Creative Teaching Press, Cypress, California.
Assessment/Criterion
Desert/ Native American Indian

Each child will have a journal for each week that should be reviewed by the teacher daily and comments added to show that the teacher has reviewed them. A grading of 4/4 will be given to students who write an entry everyday. Points will be taken off for not finishing the project with a name or writing and entry everyday.

Map- students glue the die-cut states to paper and label each state, and then they add the key with two colors one for desert and the other for Native American Indians.

PE – do students follow directions and play by the rules. Anyone not play correctly will be timed out for a short duration.

Art- After modeling to students observes students throughout the art projects to make sure they continue to follow directions and are finishing in a timely manner. See if students understand and can follow directions. Each student will have a landscape and 2 animals and 2 desert plants.

Student will be able to share what they know about the desert through their writing in a journal. Students will name and discuss 4 animals and 1 plant by the end of the unit week.

Videos- students will be able to answer simple questions about each video and discuss with the rest of the class.