



Wonders of the World Lesson Plan

Introduction:

- The students will be able to identify, locate and explain many of the wonders of the world.
- Discuss the architectures / natural formations which are considered the wonders of the modern world.
- Discuss what factors a society would need before it could create a “Wonder of the World.”

Suggested lesson procedure:

Communicate to students that in these lessons they are going to learn about different wonders of the world and play a fascinating game called Top Trumps as they familiarize themselves with the different wonders of the world and where they can be found.

Lesson 1

This lesson will familiarize the students with the Wonders of the World.

- Divide the class into pairs
- Give a pack of the TOP TRUMPS **Wonders of the World** cards to each pair.
- Ask the children to lay the cards out face up either on their desks or on the floor.
- Give instructions such as “Find the Sahara Desert”. Continue reading the names of several of the “Wonders”. Students find and hold up the corresponding cards as fast as they can. Have the children repeat the names after you, calling them out as they go.
- Once the children are familiar with the names on the cards, ask individual children to take turns calling the names for their classmates to find.

Lesson 2

- Tell the children that they are going to use the **Wonders of the World** cards to play TOP TRUMPS.
- Divide the class into groups of 3-6.
- Explain that each group needs only one pack of cards to play the game. Ask the children to put any extra packs to one side or turn them into you.
- To start the game, shuffle and deal all the cards face down. Each player holds their cards so that they can see the **top** card only. The player to the dealer's left starts by reading out a category from the **top** card (e.g. Mount Fuji: temperature: value 41 degrees).
- The other players then read out the same category from their cards. The one with the best or highest value wins, and that player collects all of the top cards from their group, including their own, and moves them to the bottom of their pile. It is then their turn again to choose a category from the next card.

- If two or more cards share the top value or data is not available for that particular subject, then all the cards are placed in the middle and the same player chooses again from the next card.
- Using a different category, the game is repeated until all of the cards are used.
- The person with all of the cards at the end is the winner!

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Lesson 3

- This activity involving the Wonders of the World will ignite the interest of children in history and the beauty of the world around us. It also uses technology and manipulatives requiring the students to use the computer as a research and presentation tool. Additionally, direct students to printed books, electronic sources, and other materials (such as travelogues) in which they can read about and see photographs, drawings, or paintings of buildings, monuments, or landscaping of a period or region.
- Create a presentation using pictures printed from the internet and other resources to showcase what they have learned.

Start the topic with a discussion on beauty around us. Have students review their TOP TRUMPS cards and provide a wall map for them to use as a class.

- Discuss interesting facts that the students have found on their TOP TRUMP cards.
- Ask students to find where all of these are located. Allow them to place a marker on the map of the world and then examine the locations of the wonders of the world.
- *For ELL students, make certain to use plenty of visual aids such as pictures and a replica of the wonder that can be held by the student, so they can put the pictures and words to a physical object.*

Move on in the discussion to ask students what new wonders should be included in this list. Also ask them if any of them are man-made or are they all natural.

Discuss the meaning of the words “modern” and “natural” and how those words play into a discussion of the Wonders of the World. (This gives both native and ELL speakers a chance to explore the meaning of the words because they have to apply it to the Wonders and how they were created. This is also giving the students the history of the wonder at the same time they are exploring vocabulary.)

Once all of the groups have finished presenting their poster boards, transition to the next activity by having a class discussion about what was learned.

Lesson 4

Research Project: An excellent writing assignment to be used with the TOP TRUMPS Wonders of the World cards is a research report in which the students are expected to research one “Wonder” that is of most interest to them from the cards and write a report about their findings.

Stages of the writing process that will be included in this report are prewrite, draft, revision, edit, publish and utilization of the author’s chair for feedback and collaborative discussions.

Activity: Provide a wide variety of print and digital resources for students pertaining to different “Wonders” that are included in the TOP TRUMPS Wonders of the World card set. Allow students to examine the materials on their chosen country.

Once the students have gathered basic information, they are ready to start the research process. With your guidance and support, have the students write the main idea or topic of their research report.

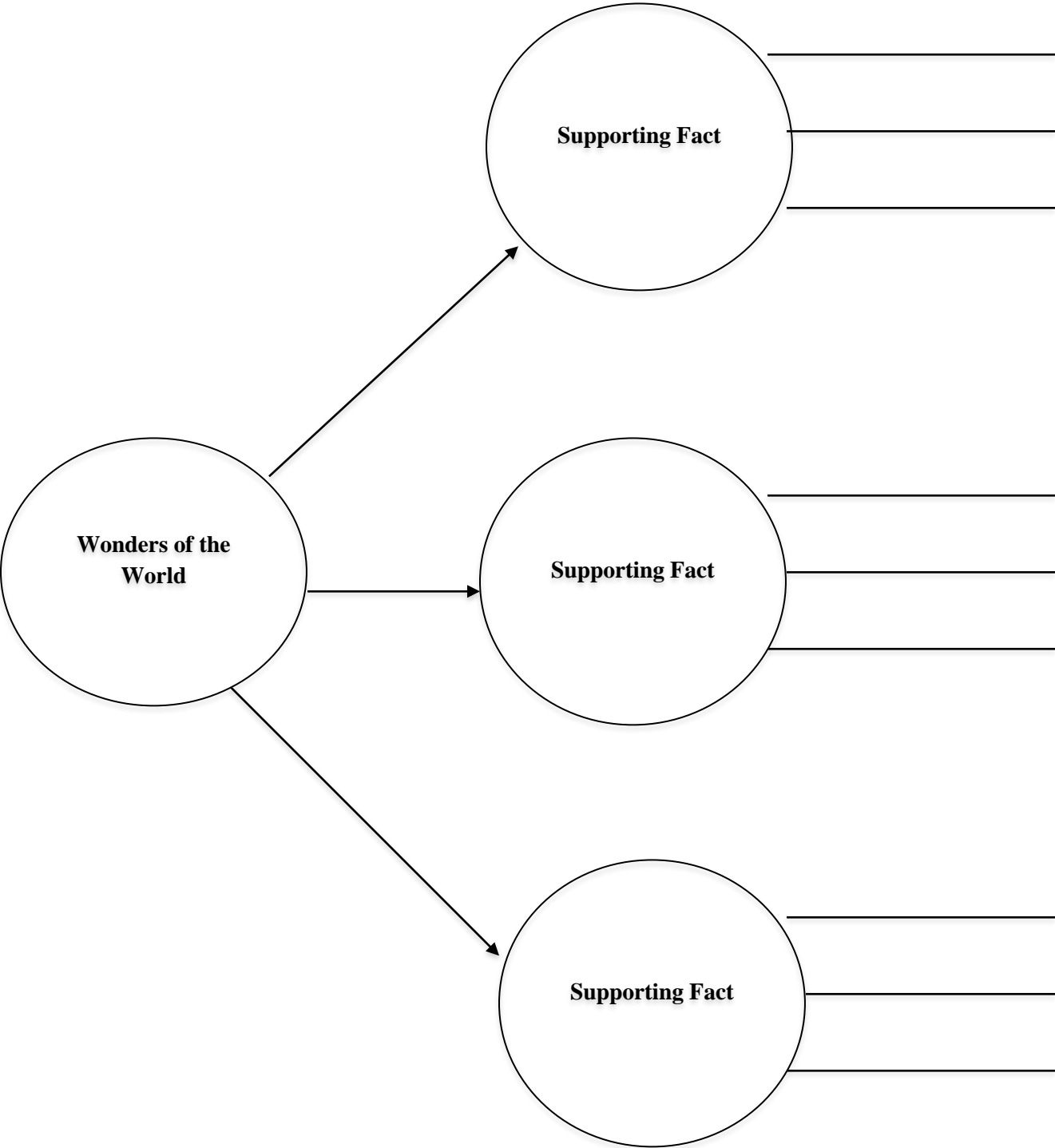
Choosing a topic: A good topic should have enough available information at the student’s grade and interest level.

The student should understand that:

- A topic supports a unit of study. Topic information will come from their TOP TRUMP cards, print and digital resources, and electronic databases and may include other resources that may be available outside of school, such as magazines, newspaper articles, television documentaries, etc.
- Choosing Subtopics: A good subtopic allows the students to decide what they want to know about their “Wonder” and searching for answers to their questions will help frame their search.

The following research report activity will help students organize their information so they can produce writing in which the development and organization are appropriate for the research report.

Research Report



Allow plenty of time for students to research their topic “Wonder”.

Conference individually with students as they complete the research for their report,.

Differentiation:

Conduct mini-lessons to pre-teach each step of the writing process.

Provide English Language Learners and lower ability level students with visuals and extended review on research materials to help them gain a clear understanding of the information. Hold frequent writing conferences with ELL learners and below-level students to model and provide feedback and scaffold the writing process. Challenge above-level students to delve further into their “Wonder” and choose and write about more complex subtopics.

Following the research and completion of their prewriting planner, have the students complete their report, making sure to follow the organization provided in the report framework that they just completed.

CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson 5

Author's Chair: The Author's Chair strategy (Karelitz 1982; Boutwell 1983; Calkins 1983; Graves 1983) provides student writers with feedback on their writing as students engage effectively in collaborative discussions and presentations. It has also been called peer conferencing. The focus of the Author's Chair strategy is to provide feedback to students on their writing. This includes acknowledging its good qualities, making specific suggestions for improvement and asking thought-provoking questions of student authors so they produce strong, coherent writing, in this case a research report, in which the development and organization are appropriate for this assignment.

Activity:

- Ask students to get into groups of no more than four to collaborate and discuss writing.
- Give each student the following tasks:
 - Students take turn reading their report aloud.
 - Group members listen and share their feedback.
- Allow time for students to edit and revise their writing. They can use time to incorporate suggestions from peers. If time permits, allow students to meet again and repeat the strategy.

Concluding Activity:

Consider holding a "Wonders of the World event! Students will create "booths" that represent their "Wonder. On a large poster board, students should decorate their cardboard "Wonder" on the basis of their research. Invite other classes in to your classroom to have students share the information that they have discovered.

CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

