

Gle, Kath

<p>Grade: 5</p> <p>Materials: Social Studies Book</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Subject: Social Studies</p> <p>Technology Needed: None</p> <p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period.</p> <p>H.3_5.2 Describe how people's perspectives shape history.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Students who are in this section will be able to do this activity since they will be reading as a class and working with others. These students will be able to ask questions and get the help that they need from the teacher while also getting answers from classmates. These students will also need to be with others around their same level so that those who are above to not take control. These students will be able to use their notes, book, and the internet to help them as well.</p>
<p>Objective(s)</p> <p>By the end of the lesson, students will be able to compare and contrast different time, events, and people from the Revolutionary War through reading and class discussion.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Remember: Being able to recall facts and retell what students have read previously.</p> <p>Understand: Students will be able to explain ideas and concepts from the Revolutionary War and discuss with others.</p> <p>Apply: Students will be assigned a person from the Revolutionary War to demonstrate to others who they were and why they were important.</p>	<p>Above Proficiency:</p> <p>These students in this area will be able to do this lesson without issues. These students can have the ability to work with others who are in their own learning areas as well. In the lesson, these students will be expected to have a deeper understanding when writing their presentation as well as answering questions. These students can do this activity without issues but will also get help from the teacher when needed.</p> <p>Approaching/Emerging Proficiency:</p> <p>These students will be able to do this activity without trouble. This lesson is in their area and will push them when having to write and teach about their person they are assigned to. These students will get to receive a better understanding reading as a class as well working with other students.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Those who have visual impairments will be able to do this lesson, but they can have things available in audio or read to them. There is audio available on each person in the book, so if they are assigned to someone, they can listen and then talk with classmates in order to join in on the lesson. • Auditory: Those students who have auditory impairments will be able to do this lesson, but they can have their own book and read it while the class is reading. They can also work with other students, but using a joined presentation that all group members can work on so that instead of speaking, they will be writing. These students will also have the directions written out for them so that they can follow along to what the lesson will entail. • Kinesthetic: These learners will be able to do this lesson, but they will also get to move. These students can work in an area with their group to stand and read or move about without distracting others in the class. This gives them the opportunity to move, but also still be involved in the lesson. During the reading, students could have times where we stand and stretch or do a move, so it gives students a chance to move their bodies.

Lesson Plan Template
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	<ul style="list-style-type: none"> • Tactile : These learners will be able to do the lesson. To help these students remember, they could create a dance or chat that involves movement to identify the difference of Loyalists and Patriots. This will give them the chance to move, but still understanding the material.
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be at their desks during this time. They will have to transition from reading aloud as a class, so voice levels should be zero. The students will be at their desks already from reading aloud and should not have any items in front of them instead of their social studies book. They will not be needing their computers so they should be put away.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The behavior expectation of the class will be like how they usually are. The students understand the procedures of transitions but also as being a learner. The students will have to listen while the teacher is speaking, but also if they have a comment to make, they should be raising their hand.</p>
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Have the reading section ready. - Print out Venn diagrams. - Have projector ready for the upcoming lesson. - Have presentation template ready so that students are able to see what theirs should look like.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - To begin the lesson, the students will be in their seats. - Write on the board what the students will need, social studies book, pencil, and no computer. - “Today class, we are going to continue reading about the Revolutionary War. Can anyone tell me what you have learned so far?” - Have students answer, write on the board so that they can visually see.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - When they are done hand out the Venn Diagrams for students to write down while we are reading. - If there are not enough books, project the reading on the board so all students can follow along. - “If you have a book, please go to page 147.” - “We are going to be reading the beginning of this chapter, but we will be stopping and discussing about each side, the Loyalists vs. the Patriots.” - Read the story while having the students follow along. - When there are times to write down good information on the Venn Diagram, stop at the end of the sentence too. - Have the students also add in their input to add to the Venn Diagram.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Finish the reading with the class. - “Now class, we are going to look at these 6 people from the Revolutionary War. There will need to be two groups of two and four groups of three.” - Have students get together in their groups and assign them their person. - “Now class, you are going to use their presentation template to tell others about who your person was.” - Have the students look at the template and get started in their groups. - This time will be for work on social studies, not other work. - Groups that cannot listen or are not on task will cause the whole class to be asked to go back to their desks, sit for a second, and then can go back to finish. - The students can also use their Venn Diagram to help them create their presentation. - Be there for students to ask questions. - The students can also use their computers to look up any questions that they have.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Once it reaches the time, call for students to wrap up their last sentence and put their things away. - “Class, we are wrapping this up for now, but you may use your work time later to finish with your group. We will be presenting these on Friday to our classmates to teach them about our person.” - “I hope that we learned how helpful Venn Diagrams are to help us organize!” - Transition to the next subject or lesson.
Formative Assessment: (linked to objectives, during learning)	Summative Assessment (linked back to objectives, END of learning)

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- **Progress monitoring throughout lesson (how can you document your student's learning?)**

I will be able to see how students are learning by filling out their Venn Diagram, answering questions, and discussing during the reading. This can not only show me that they are paying attention but also that they are absorbing what they are reading. The objectives will help me see what they have learned by understanding the two sides as well as the people who are in the Revolutionary War.

I will be able to see the students understanding when they take their social studies quiz at the end of the week as well as their presentation. This can show me that they understand what they have read completely and are able to also understand information that we did not read as a class. This is a good way to check their understanding at the end of the chapter and be able to move on into the next. The students will be able to compare and contrast different events, people, and side from the Revolutionary War through their Venn diagram, quiz, and presentation.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

What went well

- Students were very engaged during the lesson. They would answer my questions when I would talk to them. They were great with working on the graphic organizer and we filled almost the whole thing up as a class. The students seemed to follow along in the reading and absorb what I was saying by speaking up and discussing about what we read. The students would talk amongst each other about what they read when I would ask about the difference. They also did not interrupt people very much either.

What did the students learn?

- The students learned about the Loyalists vs. the Patriots. They were very engaged when we would talk about the difference in the two. The students learned how Venn diagrams are important as well.

How do I know?

- I know that the student learned because they would quickly try to answer my questions and want to talk about them with me. When it got to the presentation part, the students got to work fast and knew already about the parties since we just read about them together. The students were also making their own opinions on the parties after they read, which shows me that they understand what was talked about in class.

What changes would you make?

- I would make some changes, such as cold calling if possible to make sure all students are ready and paying attention. I would also say "1 2 3 eyes on me" or something similar to get the students attention. This will help all students to stay focused and bring back their eyes if they get distracted.