

KIM KAH

<p>Grade: 5th</p> <p>Materials:</p> <ul style="list-style-type: none"> - Notebook or paper - Social Studies book or reading - Big long rope - Student Social Studies packet 	<p>Subject: Social Studies</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> - Projector
<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>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>SST-05.H.01: Compare and contrast multiple perspectives during the same time period, event, or historical period.</p> <p>SST-05.H.06 Describe multiple causes and effects of contemporary global events and developments in relation to the United States.</p>	<p>Differentiation</p> <p>Below Proficiency: Students Z will be able to do this lesson as they can follow along with the reading. The first part of the reading is read to them, which takes the stress off of reading. The second part of the reading is working with a partner and answering questions. The student can work with a partner who helps challenges them and understand any missing information. This students can also work with the teacher if need be.</p> <p>Above Proficiency: Student A will be able to do this lesson well. This lesson can help them fully understand and also help their partner too. This student can gain an understanding and use their prior knowledge to help them even further and add on. This student will have no problem with the lesson.</p> <p>Approaching/Emerging Proficiency: Student B will be able to do this lesson too. The lesson is geared towards them, but may challenge them since they will be adding what they already know to this new information. Students will be working with partners, which can help them discuss and understand more if needed.</p> <p>Modalities/Learning Preferences:</p>
<p>Objective(s)</p> <p>By the end of the lesson, students should be able to have a basic understanding of how the American Revolution began and the two different sides by demonstrating and reading the first three sections.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Remember: Students will be able to remember previous facts about the war to understand how the American Revolution will impact the United States.</p> <p>Understand: Students will be able to discuss different reasons why the American Revolution is affecting and recognize why it started.</p> <p>Apply: Students will apply their information that they have learned previously to demonstrate new information through their packets and activity.</p> <p>Analyze: Students will be able to draw connections between their previous history knowledge to what they are learning now, and differentiate the two sides of the American Revolution.</p>	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students in this area will be able to get the story, questions, and discussion. The story and questions can be in auditory form. This student can also work with a partner who can help them answer their questions by writing down what they are saying. This may not be a partner either, maybe an aid or even the teacher, but the student will still be able to answer the questions. This students might have trouble doing the physical activity part of the lesson. They could try to join in, but to make it safe they can watch from the side or listen as the teacher explains what is happening. • Auditory: Students in this area will be able to do this lesson. They will be having the book to follow along, the questions are on paper already as well. Their partner who they will work with can answer questions together by writing them down and comparing answers. This students can also join in on the activity if they would like. The directions and what will happen can be already printed out for them if they would like to follow along. The teacher can write down on the board the observations so that this student can see what they class is talking about. • Kinesthetic: The student in this category will be able to move around during the partner work and the activity. This student will be doing some sort of physical activity

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	<p>and moving to help them learn and understand through moving the body.</p> <ul style="list-style-type: none"> • Tactile : This learner will be able to follow through with the lesson because of the movement, collaboration, and working with their hand for a while.
<p>Classroom Management- (grouping(s), movement/transitions, etc.) The students will be at their desks during the beginning of the lesson. They will have to get out what is needed for the lesson, which will be written on the board. The students transitions should be the same as usual since they are in 5th grade and understand the classroom management rules. They should not have computers up and should be getting out a notebook or paper as well as getting the social studies book too. The students can ask questions or talk when directed during the reading, but they should be on task and focused when reading. The students. The students will then, after the reading, be put into two different groups to do the activity. Students will then follow the directions given in order to complete the lesson correctly. Once finished with the activity, the students will be directed back to their desks to finish their social studies packet.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to follow the rules, engage with the lesson, and work well with their classmates. The students behavior is a factor in how the lesson will play out. If students are not listening to directions, not following the rules of the classroom, or not doing their job as students then there will be a procedure put in place. Students who are not following along may do the questions by themselves instead, or lose their privilege of doing the activity. Students understand the rules of the classroom as it has been established before since the beginning of the year.</p>
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Have all materials ready so that it will all be in one place. - Have the reading pages prepared. - Have the questions/worksheet printed out. - Partner can be pre-picked out or hand-drawn during the lesson.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Start the lesson by asking the students what they know about the American Revolution. - Explain what we will be doing during this lesson today: Reading the chapter, doing an activity, and answering questions. - Have students get their Social Studies books out and a pencil. - Students will be at their desks already.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Have students open up their books to the correct pages. - Read the first part of the chapter to the class. - Stop when needed to ask them questions. - If students have questions, let them discuss. - Go through the first two questions in their Social Studies packet together. - Ask the questions that are on the paper. - Let students respond and add to the discussion. - Once the teacher is done with the first part of the reading, have students pause, stand up and come to the front of the room. - Have the front tables of desks moved out of the way. - Get out the rope for students to use. - There will be two sides, the smaller people on one side and the taller people on the other. This will represent the United States (smaller people) and the British (taller people). - Do not tell the students why they are on their side until after having the try the tug-of-war. The expectation is that the smaller side will not win. - Once the first try is done, explain to the students what each side means and why it matters. - Now have the extra students come to the U.S. side, which represents the French that came to help the U.S. - Let the students try again and see what the outcome is. - Once it is done and students had their try, have them put back the tables and desks and sit in their spots again. - Now pair the students up and tell them what they need to do. - Students will be reading the second half of the chapter and answering questions with their partner.
	<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"> - Have students go out around the classroom with their partner. - They will be answering their questions and reading together. - Students can ask questions if they need by raising their hand. - Students need to work together on questions. - Once students are done answering their questions together, they can discuss what they learned until everyone is done.

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	<ul style="list-style-type: none">- Once all groups are done, bring them back to their spots to discuss.- Go through some of the questions and have students give their responses.- Ask students how they got their answer or why they chose that.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">- Have students fill out their exit slip.- The questions can include what we have talked about during the chapter already.- Once students answer their questions, have them hand them in and read to self until moving onto the next activity.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) <p>Students will be able to do the activity to see what they know and why it is important. Documenting students learning through having them answer their questions, hand in the paper, and do their exit slip. Handing these in can help me, as the teacher, see what they know and what they learned during the lesson. The students who did not get the lesson can have a quick review separately or right before the next Social Studies lesson to help them.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>To see students, end of learning, they will be taking a Social Studies quiz at the end of the week. The exit slip that will go into this lesson is helpful, but it not all of the understanding in this unit. The quiz will also include of the questions that were in their questions for this chapter.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>What went well?</p> <ul style="list-style-type: none">- Students working with their partners.- Students answering the questions correctly.- Class discussion went awesome, lots of students talking about their answers and putting input into the discussion.- Question asking. Students would ask questions well and answer the questions I would ask during the discussion. <p>What did the students learn?</p> <ul style="list-style-type: none">- The students learned about the American Revolution.- The two sides of the American Revolution, United States and the British.- How the war started and why.- Who was involved in the war.- Who came to help the United States. <p>How do you know?</p> <ul style="list-style-type: none">- I know this from the class discussion, partner discussion, and how they answered their questions.- The students who would talk during the discussion also showed me where they were at in the learning process. <p>What changes would I make?</p> <ul style="list-style-type: none">- The rope activity was taken away from the students. This was because Mrs. Kath got bad news about the students being disrespectful to the substitute when she was gone. She was so unhappy with her class that she thought it was the best idea to not do the activity.- I would make sure that there would be enough time for class discussion to be extended.- I would like to have shown a video about the American Revolution for kids to help engage them more in the beginning of the lesson.	