

# Lesson Plan Template

Date: \_\_\_\_\_

<p><b>Grade: 5th Grade</b></p> <p><b>Materials:</b></p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>€ Direct instruction</li> <li>€ Guided practice</li> <li>€ Socratic Seminar</li> <li>€ Learning Centers</li> <li>€ Lecture</li> <li>€ Technology integration</li> <li>€ Other (list)</li> </ul>	<p><b>Subject: Social Studies</b></p> <p><b>Technology Needed:</b> <b>Jeopardy game</b></p> <p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li>€ Large group activity</li> <li>€ Independent activity</li> <li>€ Pairing/collaboration</li> <li>€ Simulations/Scenarios</li> <li>€ Other (list)</li> </ul> <p>Explain:</p>
<p><b>Standard(s):</b></p> <p>G.3_5.6 Explain how United States regions are created from common physical and human characteristics.</p> <p>G.3_5.8 Analyze patterns of human settlement in North America.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students that are performing below proficiency will be able to receive help from their other team members. They might not be the first one in their group to find the answer to the question but they will get the reading and understanding from the information that the group shares. They will also hear the answers many times before the end of the lesson.</p> <p><b>Above Proficiency:</b> Students that are performing above proficiency are able to help those who are struggling. They will be able to find answers fast and proceed to help the others in their group find the answers and explain to them what it means and help with how to vocalize what it means.</p> <p><b>Approaching/Emerging Proficiency:</b> The students who are performing at proficiency will be able to find answers efficiently, they will be able to vocalize their answers and they will help direct and guide the students who are struggling in finding and describing the answers.</p>
<p><b>Objective(s):</b></p> <p><b>By the end of the lesson the students will be able to distinguish which explorers landed on pieces of land and what they did and where they came from.</b></p> <p><b>Bloom's Taxonomy Cognitive Level: Engage</b></p>	<p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>● <b>Visual:</b> These learners will be able to read from the book, they will also be able to write the questions down to see and help them understand the answers to the questions.</li> <li>● <b>Auditory:</b> Everytime that an answer is found in the book the students will buzz in and then share where they found the information and read or describe the answer, this will allow other students to hear the response and again when the teacher repeats the answer to the students.</li> <li>● <b>Kinesthetic:</b> These learners will be able to move around the classroom and to move around the book as they please. They will be able to read faster than the other students but they may need a little bit of help in comprehension.</li> <li>● <b>Tactile :</b> This will be a fun hands-on activity, for the students, they will find the answers in the book and</li> </ul>

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	<p>continue to help their group figure out how to write and answer the questions in front of the whole class.</p>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>                  The classroom management that I will be using during the lesson is Champs. C-conversation, H-help, A-activity, M-movement, P-participation = S-success. C-voice level 0-1, H-raise hand and wait patiently, A-participate in the activity, m-actively move with the prompted words, S-success for the activity.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>                  The students will be expected to follow all classroom rules and procedures. The students will closely listen to instructions and questions. They will work together as teams being kind and respectful of all their classmates. They will be able to help their classmates and perform to the best of our abilities.</p>
<b>Minutes</b>	<b>Procedures</b>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>● Have all questions and answers prepared for class along with the point system and how much a question will be worth</li> <li>● Each student will need a pencil and a piece of paper.</li> <li>● The students will be split into groups before the class begins, to eliminate any confusion.</li> <li>● -Pod 1 will be a group</li> <li>● -Pod 2 will be a group</li> <li>● -Pod 3 will be a group</li> <li>● There can be a flex student if needed, if all students are present but try for an event team members.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Have the students open their books to page 118</li> <li>● Read out loud the “You are There”, Have the students close their eyes and picture that they are there in the time.</li> <li>● Ask the students how they would feel if they were in this situation as well, what they would do and if they would have the courage to leave their families and lives back home to go explore the new or the unfound world.</li> <li>● Accept 2 answers from the students</li> <li>● Review the timeline at the top of the page and ask the students what they remember about these people and what they are able to tell me about these people. (These are people we will learn about in this lesson checking to see for prior knowledge)</li> <li>● Ask if the students see these names anywhere else on the page.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.):</b></p> <ul style="list-style-type: none"> <li>● The game:</li> <li>● The students will be split up into their teams.</li> <li>● It will be explained that they are working as a team but every time that they would like to answer a question they will need to have a different spokesperson, giving everyone the opportunity to talk.</li> <li>● Everytime a question is asked they should write down the question and when the answer is found write that as well, this will serve as their notes for the lesson.</li> <li>● The points... Each time a question is asked, we will pull a stick to choose the student that gets to pick the point range. a question worth 400 points will be harder than a question worth 100 points.</li> <li>● The points will be kept track of on the board.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p style="color: red;"><b>See question document attached below</b></p> <p>These will be the questions that are asked during the lesson and the points that are assigned to the question. This will show their understanding. And allow them to have fun while playing the game.</p>
	<p><b>Review (wrap up and transition to next activity):</b>                  At the end of the game we will congratulate the winners with a quiet round of applause. Then the students will put away their books and notes, they will line up at the door to then move on to their special. For line up they will go in order of their pods.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>● Progress monitoring throughout the lesson (how can you document your student’s learning?)</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b>                  At the end of the unit the students will all take a chapter test and they will show their understanding through this cumulative test. The test will turn back to the standards to see if the students are ready to move on to the next lesson.</p>

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- The students progress and understanding throughout the lesson will be monitored by the notes that they are taking and by who the spokesperson is. As the teacher, we will need to pay attention to each group to make sure they are all doing equal parts of the work and not leaving it all to one student. They all need to work to achieve proficiency.

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

Question and Answers:

100 Points:

1. How many times did Columbus return to what he thought was the Indies, and what was he looking for?

Columbus returned 3 times and was looking for great riches

2. What coast did Vespucci sail down during his voyage?

South America

3. Who was one of the first people to settle in the new found Americas?

200 Points:

1. Who did King Henry VII pay to lead an expedition across the atlantic?

Giovanni Caboto (Name we saw on the timeline... refer back to this)

2. Who named the newly found lands when they realized it was not Asia that was found?

Matin Waldseemuller

3. Who proved that Vespucci was right, in his concept of the new world?

Ferdinand MAgellan

- 4.

300 Points:

1. When did Cabot and Crew reach land to claim for England? (We want month day and year)

June 24th 1497

2. Where is Newfoundland and Labrador located now? And who had visited this place first?

Located in current day Canada and the vikings were there almost 500 years in advance.

400 Points:

1. What was the aim of King Henry VII when he paid for Cabots expedition?

King Henry wanted more land to claim for England and he wanted to get there before Columbus.

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2. How did Vespucci's voyage change how the world was seen?

He believed there was more to the world than just Asia and brought the concept that the world was bigger than we thought.

3. What caused Balboa to travel across the Isthmus of Panama?

He was not a good farmer and eventually owed people money and so he escaped by fleeing on a ship to Columbia and met up with a failed Spanish settlement.

4. What did Magellan's expedition accomplish?

The sailors on his ship were the first to sail all the way around the world and it took them about 3 months.