

Lesson Plan Template

Date: _____

Grade: 5		Subject: Social Studies	
Materials:n/a		Technology Needed: iPads, activeboard	
Instructional Strategies: <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"/> Other (list)		Guided Practices and Concrete Application: <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) Explain:	
<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		<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard 5.H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources. Explorers, Colonists, Founding Fathers.		Universal Design for Learning Below Proficiency: Students who are below proficiency Above Proficiency: Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile: 	
Objective The students will be able to explain how individuals contributed to the United States throughout history using primary and secondary sources (specifically explorers, colonists, and founding fathers) by the end of the lesson.		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)	
Bloom’s Taxonomy Cognitive Level: Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.)			
Minutes	Procedures		
	Set-up/Prep before lesson:		
1-2 minutes; no more than 5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Tell students that today is preparation for the test they are going to take about the explorers • Tell them that this Kahoot is going to be a review of what they know about explorers and can give them some helpful info that will be on the test • Once they know a little about each explorer and what they did, they will know a bit more about our history. 		
5-10 minutes	Explain: (teacher-led) <ul style="list-style-type: none"> • Have students get their iPads ready to play Kahoot • Make sure that they know this review is based on each explorer and what they have done that was meaningful • Have the students start the review game and follow along with it as they play, supplying information and having students call out when possible • After each question, do a quick stop and allow students to talk through what mistakes were made and why 		
Age-level appropriate	Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none"> • As the students go through the review, let them know that these are the best descriptors of each explorer, and if they need to write anything down, they can. • Go through at the end and have students call out what was important about each explorer and write it on the board. 		
1-2 minutes	Closure (wrap up and transition to next activity): <ul style="list-style-type: none"> • At the end, tell students to make note of what they might have missed and how they can prepare themselves well for this test. • Reassure them that it is open book, so they will have access to it all when they need it. Also reassure them that they have time to study and make their mistakes better. 		

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	<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) <p>I will have each students' answers through the review, as well as asking them to reflect through share outs at the end.</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>Their summative assessment will be the test that they take in the following days to see what they know by the end.</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		