

Lesson Plan Template

Grade: 5 th		Subject: Social Studies	
Materials: Worksheet, laptops, markers		Technology Needed: laptops	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Other (list) Explain: Students will work in partners and research an explorer and share facts with the rest of the class. Students will then create a portrait of their explorer.	
Standard(s) 5.2.4: Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine)		Differentiation Below Proficiency: If there is a student who is below the level of the rest of the class, the teacher will be sure to pair this student with someone who is at a higher level in hopes this student will be of help and be able to guide the student on the right track. Above Proficiency: If there is a student who is above and beyond the other students, the teacher would pair this student with one of the below level students so this student could help the lower level student understand the task at hand. Approaching/Emerging Proficiency: If the student is very close to grade level or at the level of his/her peers, the teacher would also pair this student with someone who is on a higher level in hopes that by working with this student, they may become closer to grade level and understand the assignment better. Modalities/Learning Preferences: Within this lesson, the teacher will be using many teaching styles in order to teach to the variety of learning styles. The teacher will lecture for the auditory learners, there will be a visual for the visual learners, and a hands on activity with partners for the kinesthetic learners.	
Objective(s) By the conclusion of the lesson, students will be able to demonstrate their understanding of an early explorer by researching and gathering information which will then be shared to the rest of the class. Bloom's Taxonomy Cognitive Level: Demonstrate, understand,		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will sit quietly at their desks and listen to the lecture and directions -When asked to move to their partners, students will be quiet and quick and ready to listen to further directions -Students will be on task when working in groups -During large group, students will only talk with their hand is raised and they are called on	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be moving around the classroom when getting into partners but this should be quick and quiet. If the class begins to get too loud, the teacher will use the "high five" classroom management sign to get the students attention and ask them to lower their voices. To avoid any kind of conflict, the teacher will draw sticks to place students into groups.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will sit quietly at their desks and listen to the lecture and directions -When asked to move to their partners, students will be quiet and quick and ready to listen to further directions -Students will be on task when working in groups -During large group, students will only talk with their hand is raised and they are called on	
Minutes	Procedures		
2 Mins	Set-up/Prep: Teacher will get all materials out and ready. Teacher will have visual up on the board and ready.		
5 Mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Teacher will ask the class what an explorer is. The class will raise their hands and say what they believe an explorer is. Afterwards, the teacher will give the definition of what an explorer is and name some famous explores. "Imagine being the first people of your kind to		

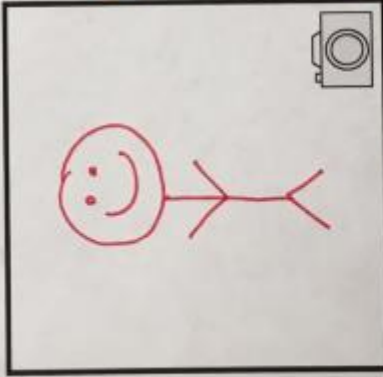
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	<p>walk on a piece of land where no one has ever been. An explorer is basically someone who explores a new area and goes on adventures. An example of an early explorer would be Christopher Columbus or Lewis and Clark.”</p>	
<p>5 Mins</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Teacher will describe what the class needs to do as their assignment for the day. “Class, today I am going to pair you up into groups of two with one group of three. Each group is going to draw a name of a famous explorer. Your job is to research this person and on this piece of paper you need to fill out the top three questions and then write down some important facts. By the time you are finished, your paper should look like this”, teacher will show class an example of a finished product and explain what is written down. “If we have enough time, I want us to share our interesting facts about our explorers to the rest of the class! If we don’t have time today, we will share them on Friday. Before we pair up, do you have any questions?” Teacher will answer any questions and pair students up. Students will come draw a name, grab a piece of paper, and get to work. “Lastly, in the box on the page, your job is to create a portrait of your explorer just like how we made self-portraits the other day in art! Remember to use a variety of color. You may use markers, water colors, pastels, anything you want!”</p>	
<p>35 Mins</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will work on the computers researching important facts about their explorers. Teacher will be walking around to answer any questions and be sure students are doing their work. Once students have finished working on their facts, students will begin to work on their art piece. Students may not finish their art piece but will have time to finish later.</p>	
<p>15 Mins</p>	<p>Review (wrap up and transition to next activity):</p> <p>Once everyone has finished teacher will get the class’ attention. “Okay class, since we have enough time, I want each group to come up and share the name of their explorer and the interesting information you learned by researching and showing the class out neat portraits! If you didn’t finish your portrait don’t worry, we will have time to finish later today!” Students will go around and share their important facts with the rest of the class until class time is over.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will ask questions if they are confused about a certain direction. Teacher will ask students to give a fist of 5 if they understand what is being asked of them. Before class is dismissed, students will be asked to think, pair, share one fact they learned about a different explorer and hand it in as they leave.</p>		<p>Summative Assessment (linked back to objectives) End of lesson: As an end of the lesson summative assessment, students will hand in their worksheets with all the facts they found out as their assessment which they will each get points for. Students will also receive points for the portrait they drew. There will also be a test at the end of the unit over some of the important explorers they researched and learned about.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Christopher Columbus

Lived	1451 - 1506
Areas Explored	Atlantic Ocean Parts of North America
Home country	Spain
Explored for	to discover new lands

♦♦ Quick Facts ♦♦



Known For

- wasn't the first explorer to discover the Americas
- didn't mean to sail to America. He was trying to reach Japan.

- Columbus brought horses with him to the new world he discovered.