

# Lesson Plan Template

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

<b>Grade: 4<sup>th</sup> Grade</b>	<b>Subject: Social Studies</b>
<b>Materials: Social Studies Book</b>	<b>Technology Needed: Computers, Smart board</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	<b>Guided Practices and Concrete Application:</b> <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"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> H.3_5.9 Explain how individuals and groups contributed to North Dakota	<b>Differentiation</b> <p><b>Below Proficiency:</b> Students who are below proficiency may struggle with understanding how to use Canva and may struggle to understand how their individual has contributed to North Dakota. To ensure these learners succeed they will be placed in a group with students who will be able to help them learn the technology and better understand the material while working in their small groups.</p> <p><b>Above Proficiency:</b> Students who are above proficiency will be able to use Canva and understand how individuals contributed to North Dakota. If some students do not understand these concepts, the students who are above proficiency will help them better understand the concepts while they are working in groups.</p> <p><b>Approaching/Emerging Proficiency:</b> Students who are approaching proficiency should be able to understand how to use Canva and will be able to understand how individuals have contributed to North Dakota. If they understand, they will do the same as those who are above proficiency, but if they do not understand then they will do the same as below proficiency. They will be placed in groups with both those that are above proficiency and below proficiency.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The students will be able to see an example of what a poster could look like at the end of the project. The students will also be able to see how to navigate through Canva through a tutorial</li> <li>• <b>Auditory:</b> The students will be able to hear directions on how to navigate through Canva and what to include in their poster</li> <li>• <b>Kinesthetic:</b> The students will be able to move to different places throughout the room for them to complete their poster in small groups</li> <li>• <b>Tactile:</b> The students will be able to write down the facts they have found on their individual who contributed to North Dakota. They then will be able to type out the information onto the poster</li> </ul>
<b>Objective(s)</b> By the end of the lesson the students will create a poster with important events about an individual that contributed to North Dakota.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> I will gain the attention of the students by counting down from 5. The students will quietly come sit Infront of the board as I explain Canva and show the students how to use it. The students will sit quietly as I am going through the instructions and raise their hand as they have questions. They will work cooperatively in their groups, and they may be able to move about the room. I will regain their attention by counting down from 5 again. If the gallery walk occurs, the students will walk quietly between posters and admire their work.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> My expectations will be for the students to work cooperatively in their groups and will transition quietly from their desks to their group work area. The students are expected to work with each other and be respectful or the area and groups around them. The students will not abuse the ability to work in other areas. If students are working cooperatively and respectfully around the room, the students will be asked to move to a more productive area.
<b>Minutes</b>	<b>Procedures</b>

# Lesson Plan Template

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

<b>5 Minutes</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- List of individuals the groups can choose from</li> <li>- Have questions to help students to prompt their research</li> </ul>		
<b>2 Minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- Raise your hand if you have heard of Lewis and Clark before?</li> <li>- Raise your hand if you have heard of Sakakawea?</li> <li>- These three people are some of the most influential people that have contributed to North Dakota</li> <li>- But there are more individuals who have contributed to North Dakota</li> <li>- Today we are going to do a project where we research individuals who have contributed to North Dakota</li> </ul>		
<b>5-10 Minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>- I am going to show you how to create a digital poster</li> <li>- We are going to be using Canva today to create our poster</li> <li>- *Pull up Canva and go over how to insert text, images, and elements and change colors</li> <li>- Show the students an example of what a poster can look like and leave it up for them to reference</li> <li>- Divide students into 5 groups of 3</li> <li>- Allow the students to pick an individual so there is one person of research per one group of 3</li> <li>- Pass out the papers that has the list of things that need to be included in the poster</li> </ul>		
<b>10-15 Minutes</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>- Are there any questions before you guys begin on your poster?</li> <li>- Students will be in their small groups and allowed to work on what needs to be included in the poster</li> <li>- The teacher will walk around the room as the individuals are working on their projects and answer any questions</li> <li>- The students will submit it to google classroom</li> <li>- If time allows students will do a gallery walk of the different posters around the room</li> </ul>		
<b>2 Minutes</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>- Do you guys think you know a bit more about some individuals that have contributed to North Dakota</li> <li>- Now when you go visit the heritage center or see the Lewis and Clark statues you guys can have some more knowledge about it</li> </ul>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>I will use their posters to assess their knowledge about what they have researched and assess what knowledge they found about their individual who contributed to North Dakota.</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <b>Summative Assessment (linked back to objectives, END of learning)</b> <p>At the end of their unit the students will be taking a test that will measure their knowledge over the frontier era. The students will be able to view other posters to gain knowledge of different individuals to prepare for that portion of the test.</p> </td> </tr> </table>		<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>I will use their posters to assess their knowledge about what they have researched and assess what knowledge they found about their individual who contributed to North Dakota.</p>	<b>Summative Assessment (linked back to objectives, END of learning)</b> <p>At the end of their unit the students will be taking a test that will measure their knowledge over the frontier era. The students will be able to view other posters to gain knowledge of different individuals to prepare for that portion of the test.</p>
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>I will use their posters to assess their knowledge about what they have researched and assess what knowledge they found about their individual who contributed to North Dakota.</p>	<b>Summative Assessment (linked back to objectives, END of learning)</b> <p>At the end of their unit the students will be taking a test that will measure their knowledge over the frontier era. The students will be able to view other posters to gain knowledge of different individuals to prepare for that portion of the test.</p>		

## Lesson Plan Template

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

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

In social studies, the students had been learning about the frontier era. In this era, the students did not get a chance to go in depth with different important people from that era. This project would allow the students to learn more about different people in the era. I was able to teach this lesson to two different classes because my cooperating teacher teaches all social studies. The project consisted of the students learning how to use a new technological website. The first class went okay, the students were able to follow directions and efficiently decide on who they were going to research and were on task while navigating through a new website. Learning how to navigate through a brand-new website was a bit tricky. Some of the students were having a difficult time with trying to move objects, change the shape and size of objects, and copy and paste. After practice with these different techniques, the students were able to catch on quicker and then they were able to help other students who may have been struggling. Some of the students were having fun and being creative with what they were adding to their poster, while others only did what they had to. They seemed excited to be able to make their own personal poster. After I showed them what a poster could potentially look like they were excited to explore with the different elements of the poster. They were excited to pick a person that they found interesting and research at least three facts, a picture, and an important event that their person was a part of. I used a rubric that I created to grade their posters. Their posters were graded on if they had the correct number of facts, an important event and one picture they had. By using the rubric to measure the number of these things, the students were able to be more creative with their poster and how they wanted to present the information. After I taught this lesson to the first class, I learned and did a couple things differently for the second class. For the second class, I focused more on the different ways to use Canva (the online website). I went more in depth with the different things the students can do on the website. This class did get less work time than the first class, but they were more equipped to use the website effectively. There are a couple things I would do differently if I were to teach this lesson again. I would first break this lesson into two different days, spending one whole day on the different things students can do on the website. Then the second day of the lesson I would introduce the project. I would also make a screen recording of my screen showing all the different aspects to the website. By including a screen recording for the website, students can go back and re watch it instead of just using trial and error.