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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name:** Abby Harnack **Date of Observation:** September 24, 2015 and September 29, 2015 and October 1, 2015  **CU Course:** ED 331 – Social Studies Methodology  **Ages/Grades Number of Number of Number of Number of**  **of Students: Students in Students Gifted Students**  5th Grade **Class:** 27  **having IEP:** 4  **Students:** 0  **having ELL:** 0  **Unit Title:** Exploration to the New World  **Lesson Title:** Exploration – Cartier and Coronado |
| **1. Learning Target (s)/Objectives (1C)**  List the lesson learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content  area standards)   * 5.HT.12 – Chronological Reasoning: Causation and Continuity – Analyze and explain why individuals and groups impacted significant historical developments and events.  * [CCSS.ELA-Literacy.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   [CCSS.ELA-Literacy.W.5.2.c](http://www.corestandards.org/ELA-Literacy/W/5/2/c/) – Link ideas within and across categories of information using  words, phrases, and clauses (e.g., *in* *contrast*, *especially*).   * Unit Objective 1: Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy. * Unit Objective 2: Students will complete 80% of the informative short answer task.   Informative Short Answer Task:  Choose only **ONE** of the options below to answer. You must include **THREE** key ideas and **TWO** linking  words, phrases, and/or clauses in your short answer for full credit.  Option One: Explain why and how European explorers impacted the New World.  Option Two: Compare the exploration perspective of the Europeans to the exploration perspective of the  Native Americans.   * Lesson Objective: Students will compare two European New World explorers by writing an informative short answer including a minimum of three key ideas and two linking words. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.   * The pre-assessment used to establish students’ baseline knowledge and skills for this lesson was a paper-and-pencil assessment. It included ten multiple choice questions and a self-assessment. The majority of the multiple choice questions focused on the unit’s six topics of study. Students completed the self-assessment by using the following code:   1 – I know the answers.  2 – I made a few guesses.  3 – I do not know the answers.  Students were given this pre-assessment one week prior to the teaching of the unit. The majority of the students answered three to four questions correctly. The difference between the lowest performing student and the highest performing student was 70%. After analyzing the pre-assessment, it is clear that the students possess very little knowledge on the Age of Exploration. Their skills for this unit are quite limited. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.   * Formative Assessment – Students will write a short answer in class after I have presented a writing mini-lesson. During the mini-lesson, I will model how to use linking words, phrases, and clauses in writing. I will also model how to include key ideas. I will collect the short answers at the end of class. I will read over the students’ short answers to determine how well the students met the lesson objective. As I read the short answers, I will specifically look for linking words and key ideas. * Self-Assessment – Students will self-assess their writing by coding their paper using the following key:   Green Star – I wrote a short answer that includes three key ideas and two linking words.  Yellow Star – I wrote a short answer that includes some key ideas and linking words.  Red Star – I wrote a short answer that does not include any key ideas or linking words.   * Differentiation – This formative assessment will be differentiated because I will include modeling before the assignment is given to the students. During the mini-lesson, I will model the way in which to write an informative short answer. I will be sure to include three key ideas and two linking words in my modeled short answer. Students also will have the opportunity to choose which topic(s) of study they want to include in their short answer. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.     * Flash Drive (PowerPoint Presentation) * Red, yellow, and green crayons or markers * Notebook paper * SMART Board * Document Camera * I-pads * Interactive Notebook Binders * Modeled short answer paper and key |
| **5. Lesson Procedures (1E)**  Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to  engage your students and facilitate attainment of the lesson objectives (s) and promote higher order thinking.   * PowerPoint Presentation (20 minutes) – I will present a PowerPoint presentation over Jacques Cartier and Francisco Coronado. I will read important portions from the student textbook about these two explorers. As a class, we will discuss each explorer’s personal background, sponsor, motives, exploration dates, route of exploration, and impact. During the presentation, students will add the explorers’ information into their interactive notebooks. Students will be required to follow along during the presentation. * Writing Mini-Lesson (10 minutes) – I will give a mini-lesson on the importance of including key ideas and linking words when writing an informative text. I will introduce the topic, share examples, and provide information. Also, I will explain how writing improves when key ideas and linking words are included. I will then model how to include both key ideas and linking words when writing an informative short answer. * Modeled Short Answer (10 minutes) – I will model how to include three key ideas and two linking words when writing an informative short answer. I will use the document camera so the students can read along as I write my answer. After I finish writing, I will code my short answer. I will number the three key ideas and circle the linking words within the answer. Once I have answered all student questions and addressed any misconceptions, I will have students begin independently writing their short answer. * Independent Writing (10 minutes) – Students will apply what they learned during the writing mini-lesson by completing the following short answer task:   Compare explorer Jacques Cartier to explorer Francisco Coronado. Be sure to include  three key ideas and two linking words within your short answer.   * Differentiation – The PowerPoint presentation will appeal to visual learners. Kinesthetic learners will benefit from adding information into their interactive notebook. I will verbally explain my thinking as I model how to write an informative short answer. I will meet the needs of auditory learners through my verbal explanations. Visual learners will be supported as I properly code my modeled short answer for key ideas and linking words. I have left the independent writing short answer task open-ended. As a result, the students have many choices as to what they can write about for their short answer. They must compare Jacques Cartier and Francisco Coronado; however, they may choose which specific topic(s) of study they want to compare. * Higher-Order Thinking Tasks – The following higher-order thinking tasks will be asked during the writing mini-lesson: * What pre-writing strategies would you use before developing an informative/explanatory text? * What makes an idea a key idea? * Compare the function of different linking words, phrases, and/or clauses. * Accommodations/Modifications – In order to meet the needs of the students with IEPs in my classroom, I will offer two accommodations. These students can either type their short answer using an I-pad or give their answer orally to a scribe. Once the student has made their decision on what they prefer, they will be given their specific accommodation for the writing assignment. |
| **6. Watch For \_\_\_\_\_**  If the lesson were observed what would you specifically like the observer to watch for:   * There is only one specific thing I would like Mrs. Melton to observe as I give this lesson. I would like her to determine the students’ level of attention as I model how to write an informative short answer of good quality. I want the students to be engaged and focused. This is the only way the students will benefit from such modeling. Do the students effectively apply what they learned during the mini-lesson and modeling to their writing? |