

Name Chaquinn Strickland

Lesson Plan Template

Lesson Segment Focus Explaining events thoroughly Lesson 10 of 13
Course & topic addressed English-Grasping the text Date 11/10/19
Grade 4th

Student Outcomes

Specific learning objectives for this lesson.	Students must be able to explain events in nonfictional events in a way that they make sense.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Goes back to recognizing and understanding key details in a text.
Knowledge of students background (personal, cultural, or community assets)	Knowing the history of the United States and crossing it over when it comes to writing.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RI.4. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. For Social Studies: Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Have a higher standard for all students, but scaffold those who need help. Looking up words and asking peers when it comes to something they do not understand.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Segregation, prejudice, racism, rights.
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Materials

Materials needed by teacher for this lesson.	Power point, Video on Important Black People, Laminator
Materials needed by students for this lesson.	Power point, Video on Important Black People

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
15 min	<u>Introduction:</u> Explain the hardships in the world during the 1940's- now for African Americans	Ask the kids if they have any knowledge on the civil rights issues and if so jot it down.
30 min	<u>Instruction:</u> Watch video clips	Students will take notes of what they felt important and write it down. TTW tell them later the things that they write down will go in their classroom's book. She will laminate them after everyone is done and put all of their work together.
20 min	<u>Closure:</u> Everyone should be finishing up.	Teacher will put all of their information together and they will discuss the things they have decided to put in their classroom book.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Try to push those students with IEP to have information to put in the books. I will scaffold the students as much as possible.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson alone is something fun for the students to get them away from pencil and paper, we would do this a few times during the school year so we can add it to the classroom library.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Write 3-5 paragraphs on why these African American people were important.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit slip: write down 3 important things they learned.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Social studies exam over this unit.

Research/Theory

Identify theories or research that supports the approach you used.	Social learning theory- children learning from each other by reading the information their peers put in the classroom book.
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>Everything ran smoothly. Next time I could maybe cut out the video and read a book to them and they pull information from that. Either way they are still getting good information. I will survey the students about how they liked this activity.</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

