

Name Kristen Hedge

Lesson Plan Template

Lesson Segment Focus Social Studies Lesson 2 of 3

Course & topic addressed Native Americans with iMovie Date 10/16/19 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the Wampanoag Native Americans that lived in North America near the Pilgrims. Students will learn about the food, clothing, housing, and work of the Native Americans. Students will make an iMovie about what they learned from the lesson.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In the previous lesson, students learned about Pilgrims and their travel to North America. In this lesson, students will learn about the Indians that lived and interacted with the Pilgrims.
Knowledge of students background (personal, cultural, or community assets)	The students are comfortable making a movie as they have received a tutorial over using the application and have had previous experience using it.

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.	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. H.12.1.4 Retell stories of historical events, American legends, and people who played a role in history H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them
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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?	Students will use KWL worksheet to record their information using vocabulary words introduced in this lesson. Students will use the iMovie app on their iPad to record their Native American talk. Students will work and present in groups of four. Each student will have a turn to share what they've learned.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Wampanoags Native Americans Squanto	Indian corn Wetu Nassamp	Mishoon
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Materials

Materials needed by teacher for this lesson.	<i>Tapenum's Day</i> by Kate Waters Smartboard 23 copies of KWL worksheet Green screen
Materials needed by students for this lesson.	iPads pencils

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.
5 minutes	<u>Introduction:</u>	Teacher will review information from the previous less about Pilgrims. Teacher will ask children to name food made from corn. Teacher will explain to the students that corn has been an important food for a very long time. Corn was very important to Native Americans and they showed Pilgrims how to grow it. Teacher will tell students that today they will be learning about Wampanoags who lived in North America near the Pilgrims. Teacher will ask students what they think like as a Native American was like. How did they spend their time? What kinds of food did they eat? What do you think they did for fun? Teacher will allow students time to share their answers and encourage students to listen for the answers to some of these questions in the reading.
40 minutes	<u>Instruction:</u> Shared Reading: <i>Tapenum's Day</i> by Kate Waters	Teacher will sit in her reading chair and read <i>Tapenum's Day</i> while students sit on the carpet around her.

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.
	<p>“The Wampanoag Way” video</p> <p>Know Wonder Learn (KWL) worksheet</p> <p>iMovie production</p>	<p>Teacher will show “The Wampanoag Way” video to students via the Smartboard to show them the daily lives of the Wampanoag Indians and get a deeper understanding of the lesson. Students will remain at the carpet during the video.</p> <p>Teacher will split students into groups of four. Students will go back to their desks and work in groups to complete the KWL worksheet. Students will list what they know about the Native Americans, what they wonder about Native Americans, and what they learned about Native Americans. Teaching will be walking around the room scaffolding as needed.</p> <p>Individual groups of students will bring their KWL worksheets to the green screen. One student will read what they know about Native Americans, one student will read what they wonder about Native Americans, and another student will read what they learned about Native Americans. The remaining student will record the iMovie on their iPad through the iMovie app. The teacher will need to assist in the recording.</p>
5 minutes	Closure:	Teacher will ask students if they have any questions or comments about the lesson. Students will turn in KWL worksheet and put their iPads away.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>For these students, the teacher will work one-on-one if needed or place in the same group and give extra time and help. Lesson could be modified by only listed two items per KWL section.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will provide a tutorial about using the app on the smartboard at the beginning of the lesson. I will provide written instructions on the whiteboard and allow group work.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	KWL worksheet
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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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>TO BE FILLED IN AFTER TEACHING</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.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>