

Lesson Plan Model^[1]

Lesson Title/#: Thanksgiving with QR Codes Using Qrafter.

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Grade Level: 4th

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The central focus is to take a look in the past about how our first Thanksgiving took place. Also for us to see how it has changed over the years. It is also a time to reflect on groups of Indians and Pilgrims and there interactions with each other. I also want them to understand that we came here from another country and the reasons why we came to America.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>C.3.4.3 Analyze group actions and responses to local and global problems D2.Civ.6, 13.3-5 H.12.4.4 Analyze the impact of individuals and events on the past, present and future D2.His.3.3-5</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies^[2] What are the specific learning goal(s) for students in this lesson?</p>	<p>I want them to be able to tell me the two groups, the year, why they had the first Thanksgiving and the importance of it. Also I want them to know why it was declared a national holiday and who decided that. I want them to think about the memories they have celebrating Thanksgiving in their own families. I also want them to understand why this was so significant for the two groups to have eaten and shared a meal with one another and to think about what it did for our country and how if we would have never had the first Thanksgiving we may not have ever celebrated a holiday like this in our country.</p>

<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Terms: Pilgrims, Indians, Mayflower. Why we left and set out for the new world. That we were seeking freedom and independence to our own country and be able to celebrate religion much like when we talked about immigration to the U.S. we were all immigrants except for most of the Indians and we need to understand that everyone here had a reason for coming and a hope to better the lives of themselves and their family.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u> </u> 10 <u> </u> <u> </u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start with telling the kids that we will be doing a thanksgiving slide show with a group. I want this to be a fun learning experience and that we may have never thought about the first Thanksgiving and how or why it started and how they were different from how we celebrate Thanksgiving today.</p> <p>I will show my PowerPoint and have QR codes for a Thanksgiving scavenger hunt, some pictures of the first Thanksgiving, and I will also have one that brings you too a short video about the first Thanksgiving and what life was like on the May Flower when traveling to the new world.</p> <p>The app that will be used is Qrafter.</p>
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<p>Instruction _____ 15 _____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will show my PowerPoint and give them a list of items I want on their PowerPoint. Throughout the PowerPoint I also want some QR codes like you saw in mine, it can be too information on the food they might have had on the mayflower or anything that has to do with Thanksgiving, but you will be required to have at least 3 within the slide show. I want five things that people may not know. I want the groups of people listed and why they celebrated. How long they celebrated. The year that pilgrim's came over the leaders of each group. The reasons for coming to America. Where the first Thanksgiving was held. Who declared it a national holiday. I want to know the ship and the location of where they traveled to in America and also some of the food that was consumed or activities done during the first Thanksgiving celebration. I will encourage you to use graphics, use videos, draw pictures. Anything to make your slide show more interesting and pleasing to the eye.</p> <p>You have all been placed in a group of 4 and you will be required to present your group project on the Wednesday before Thanksgiving break. Make sure you each know one another's information in you assign different portions of the project cause you will all be expected to know the material for the quiz.</p>
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<p>Structured Practice and Application 15 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>For two week you will have 30 min a day to work on the project in class with your assigned group. I will encourage them to make a game plan and begin planning out the list of items asked to be talked about on the powerpoint. Also to show me that they are working together and it is not just one person working on the whole project. This will also be a great time to ask questions and for me to give you feedback on the work you have done so far. I also think this is a great way to work as a team to learn something fun and to develop social skills and be able to speak and present a project comfortably with practice. I will have a check sheet of all the items that are required to be on the slide that I will hand out with the names of group members so that they know what I expect from them and what I expect to see on the slides.</p>
<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>I will close with reminding them that this is not a hard assignment and it was meant to be a fun way to learn about the first Thanksgiving and about the holiday that we are all about to celebrate.</p>

<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>I will select students based on fair groups that work well with one another and kids that I know are strong in leadership at least in each group. I think group work allows for great leadership opportunities and also allows those who are more creative to help in the group. I also think this is great social skills and allows those to develop relationship with their classmates.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>May have to change groups, give more time or rearrange the dates, and different grading templates.</p>

<p>Theoretical Principles and/or Research–Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Computer, group, paper, pencil, pen, iPad and a way to use google slides.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
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What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>

<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	
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Resources:

Attach each assessment and associated evaluation criteria/rubric.

[1] *The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts*

[2] *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.*