

Lesson Plan Template

Date: 2/5/19

Grade: 2	Subject: Social Studies- Early America
Materials: Social Studies Book, EXPO marker, drawing paper, pencil, coloring materials, 2 different colored balls that fit in your hands	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 2.2.4- Describe the exchange of ideas, culture, and goods between the Native Americans and the white settlers (e.g., the Pilgrims, Wampanoag, explorers)	Differentiation Below Proficiency: Can use one of the scenarios that we came up with as a class to draw and describe in their picture Above Proficiency: Come up with scenarios to describe the exchange amongst the Native Americans and white settlers Approaching/Emerging Proficiency: Use their text to find scenarios between Native Americans and white settlers Modalities/Learning Preferences: Bodily-kinesthetic, visual-spatial, interpersonal, intrapersonal, verbal-linguistic
Objective(s) By the end of the lesson, students will be able to identify ways that the Native Americans have helped the early settlers by creating a drawing and writing a sentence or two to describe their drawing. By the end of the lesson, students will be able to take part in some of the exchange of ideas, culture, and goods by playing a game the Native American children used to play. Bloom's Taxonomy Cognitive Level: Analyzing, applying	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will partner up. Since there are 8 boys and 8 girls, there will be one boy in each group and one girl. The girls will go grab the books before they come to the front of the room. Students will have to share a book, so they will sit next to their partner with their knees touching and the book in the middle. Students will follow along in the book. Boys will put the books away before they go back to their seats. Students will gather in a circle for the game.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) Students should raise their hand if they have any questions or know the answer to the question. Students should not blurt out if they have something to say. Students are expected to follow along and participate in the discussion. Students are expected to use materials as tools to color and draw with. Students should pass the ball nicely and have good sportsmanship.
Minutes	Procedures
2	Set-up/Prep: Either find or create with playdough or clay two balls that are different colors.
5	Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. "Today we are going to talk about some of the first people that were in North America." 2. Does anyone know who the first people to live in North America were? 3. We are going to play a game that the Native American children liked to play. 4. The game that we are going to play is called "Pass the Stone" 5. Guessing games were popular among Native American children. 6. Let's try this one. 7. The teacher starts with two different color balls in their hands. 8. Do not let the child see which color you hand them and have them guess the color. 9. If they guess it correct, hand them both of the balls. 10. The child will pass it to the next child. 11. If they guess it correctly, they hand get both of the balls. If the child answers it incorrectly, they move out of the circle and the game continues. 12. The game continues until there is only one child left.
15	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. Read through Lesson 2: Early America 2. The teacher should do the reading so that the students can hear fluent reading and focus on learning the information 3. Stop at the highlighted word history. Go over the definition with the students. Talk about how they know that word is important. 4. After the first page, do a reading check: Who were the first people in North America? 5. Go over the picture of the Powhatan Community. 6. Stop at the highlighted word colony. Go over the definition with the students. 7. Stop at the highlighted word settlers. Go over the definition with students. 8. Map Skill: Is Jamestown to the north or south of Plymouth? 9. Reading Check: Which community was settled first, Plymouth or Jamestown? 10. Reading Check: How did Native Americans help the settlers?

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5-10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. Review vocabulary: What word describes the study of things that happened in the past? <ul style="list-style-type: none"> • What vocabulary word describes a place that is ruled by another county? • What vocabulary word describes who traveled across the ocean to make a new home in North America? 2. Make a list of what we know about the people who lived in North America long ago. 3. As a class, discuss ways that Native Americans helped the early North American settlers and create a list on the board. 4. Students will draw a picture of one of the ways that Native Americans helped the settlers. 5. The students will write one sentence below their picture to describe what it is about.
2	<p>Review (wrap up and transition to the next activity):</p> <ol style="list-style-type: none"> 1. The students will share their drawings with the other students at their pods. 2. They will describe what is happening in their picture and answer any questions that their peers may have.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>-I will collect the student's drawings to describe how the Native Americans and Early North American Settlers have helped each other by the exchange of idea, culture, and goods.</p> <p>-Vocabulary check at the end of the lesson.</p> <p>-Monitor participation and understanding of the content throughout the lesson</p> <p>-Listen to responses and turn and talk conversations while students are discussing how Native Americans helped the early North American settlers</p> <p>-Ask students for a fist to five feedback at the end of the lesson on how their drawing and sentence writing helps them understand the lesson</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>-Students will create a project based off of either the Native Americans or the Early American Settlers. Whether they pick one or the other, they will both include how they helped each other and learned from each. They will also include details about the group of people such as clothing, food, artifacts, and housing.</p> <p>-Technology would be used in this part of the lesson for research and if they chose the PowerPoint option to present their material</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I was very happy with how this lesson went. The students really enjoyed playing the game at the beginning of the lesson. I had some Native American students in the classroom, and they were excited to see elements from their heritage brought in. As I thought through this lesson, I realized that Social Studies time was right before lunch, so it was a possibility that we might run out of time. I decided to explain the game at the beginning of the lesson to get the students excited to play it at the end. This worked out really well because we did end up running out of time and having to go to lunch. However, all of the students got the opportunity to play the game. We just did not end up with a final winner which sometimes can prevent conflict in the classroom. If I had more time to do this lesson, I would like to get the students more involved. I think the students would benefit from reading the information in different ways. Some students prefer to read alone and other students benefit from reading with a fluent reading partner. Then, we could come back as a whole group and review what we read. I would also be able to check in with the students at this time about things that they struggled with and what they learned without my prompting questions. This help students develop the skills to pick out what is important to remember from your reading and in your textbooks. While I was reading to them, I could tell that some of the students struggled to stay on task, so I thought a way to fix this problem would be to draw sticks and have students read the text. This encourages students to follow along because they may be the next person that has to read. The students did very well with the vocabulary review and questions. We were able to come up with a pretty detailed list about how Native Americans helped the settlers. Many students mentioned that they taught the settlers how to build a shelter, gather food, fish, hunt, and make clothing and furniture. I had the boys in the class pair up with the girls in the class because they did not have enough Social Studies books for everyone to get one. Some of the students struggled with being so close to their friends. This is another reason why I think they would benefit from reading with a partner or reading the text themselves. I also believe once I know the students better, I will be able to see who works well together. Overall, I thought this lesson went really good. I was struggling to find a way to make this chapter in the book engaging, but the students really enjoyed playing pass the stone. They would get so excited when one of their friends got it correct, and they also got so eager when it was their turn to guess. Some of the students I had to start a countdown for because they were thinking about it for so long. It really brought us together as a class and left my students requesting to learn more games. I hope this is something I can continue to incorporate into Socials Studies to help students connect with their textbook. It is amazing to watch your students not even realize that they are learning because they are having so much fun. None of the students forgot who the first people were to settle in North American even when I asked them at the end of the day.</p>	