

Lesson Plan Template

Grade: 3rd		Subject: Social Studies	
Materials: Hair nets, cut out words, gloves		Technology Needed: none	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input 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 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 checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s)- H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources		Differentiation Below Proficiency: Students will receive assistance first from asking their partner. If still needing assistance, the teacher will assist students one on one. Above Proficiency: Students will have the opportunity to write additional facts about the biography as well as adding illustrations Approaching/Emerging Proficiency: Students will receive specialized assistance based on needs Modalities/Learning Preferences:	
Objective(s) By the end of this lesson, students will be able to explain the difference between a primary and secondary source and practice research skills			
Bloom's Taxonomy Cognitive Level: Understanding/ applying			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will start at the carpet in front of the projector. Students will then be expected to get clipboards and sticky notes on 'go' and conduct research on their own		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will be expected to listen to the teacher's directions and only use the materials when the teacher directs them too. They will be allowed to chat and discuss during their independent work, but not during the direct instruction by the teacher.	
Minutes	Procedures		
Set-up/Prep:			
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -The teacher will start the lesson by asking calling to mind the previous reading on George Washington. The teacher will ask “We read about George Washington earlier today, could you guys remind me of some facts about him and his life?” The teacher will then call on students hands to hear student responses. The teacher may also call on some students whose hands are not raised to keep them engaged and participating. The teacher will then explain “the first reading we did was someone writing ABOUT George Washington. Now we’re going to read something that George Washington himself wrote. Even though it’s written in English, it is going to sound different because people spoke differently 300 years ago. This will be good practice of finding main idea (what students have been working on this week.” The teacher will then read a letter by George Washington, playing up the olde English writing by reading it in a ‘fancy’ voice.		
5	Explain: (concepts, procedures, vocabulary, etc.) -After the teacher finishes reading the text, the teacher will ask “wow, that text is a lot different than the one we read yesterday huh? What are some differences that you noticed?” The teacher will call on some students to respond. The teacher will then explain “what we read today is what is called a PRIMARY source, and what we read yesterday is called a SECONDARY source. Based on what we know about these two texts, what do we think is the difference between these two?” The teacher will then write Primary and Secondary on the board and write down some of students’ answers underneath the category. After some discussion, the teacher will explain that a primary source is a text directly written by someone who was apart of or witnessed an event. A secondary source is a text about an event or person. The teacher will ask, “knowing this, what kind of text was the letter from George Washington?” The teacher will have students shout out their answer. The teacher will then ask “What about the biography we read yesterday on George		

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	<p>Washington?" The teacher will then listen to responses. The teacher will then provide some examples and ask students if they are primary or secondary sources.</p>
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -The teacher will then explain "Now that we know about Primary and secondary sources, we are going to practice being secondary sources ourselves by researching the 3 people we learned about this week. Just like the people who wrote the biographies we read, we are going to research facts about Galileo, Albert Einstein, and George Washington. Each student is going to log into Pebble go, pick a person, and look up 5 facts about their lives. We are going to write down each fact on a sticky note and put it in the person's box." The teacher will then draw 3 boxes on the board. The teacher will then do an example with one of the people to model for students. The teacher will also explain "at the bottom of each sticky note, the students will write on the bottom if they got their fact from a secondary source or a primary source. They will write a 1 for primary source, and 2 for secondary. The teacher will then count down and remind students that voices should be at a 1 level and that they have 15 minutes to complete their research.</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): -After the students are finished with their research. The teacher will look at the sticky notes and read some of them to the class. The teacher will ask students to remind him what a primary source and what a secondary source is. Students will then be released on go to, with walking feet, put their computers and materials away and get ready for the next lesson.</p>
<p>Formative Assessment: (linked to objectives) -The teacher will quiz the students on if an example is a Primary or Secondary source.</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. The teacher will walk around throughout the project, providing one-on-one help and assisting the students with the questions they may have.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The teacher will see the sticky notes of facts the students collected and see if their fact was from a primary or secondary source.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	