


# Lesson Plan Template

Date: 01/29/2020

<p><b>Grade:</b> 3rd</p>	<p><b>Subject:</b> Reading/ Social Studies</p>				
<p><b>Materials:</b> "Lewis and Clark: A Prairie Dog for the President", graphic organizer sheets, reader's notebooks, writing utensils,</p>	<p><b>Technology Needed:</b> Project Real paintings of Lewis and Clark by Mr. Peale</p>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input 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"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> <b>Visuals/Graphic organizers</b>  <input type="checkbox"/> PBL  <input type="checkbox"/> <b>Discussion/Debate</b>  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input 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"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> <b>Discussion/Debate</b> <input type="checkbox"/> Modeling	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Large group activity</b>  <input type="checkbox"/> Independent activity  <input type="checkbox"/> <b>Pairing/collaboration</b>  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard</b></p> <p><b>RI.02-</b> Determine the main idea of a text and recount the key details to explain how they support the main idea.  <b>H.3_5.9</b> Explain how individuals and groups contributed to North Dakota</p>	<p><b>Universal Design for Learning</b></p> <p><b>Below Proficiency:</b> Students are unable to identify the concept of a main idea, or key details even after having a discussion of what each are. Ask questions relating to what the summary of the story is, which characters came up the most in the story, why did they go to the West, etc.</p> <p><b>Above Proficiency:</b>  Students understand and the main idea and key details before the explanation of the graphic organizer. These students may help lead discussion of a graphic organizer and the main idea, and key details.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will see the illustrations in the book "Lewis and Clark: A Prairie Dog for the President", students will see the graphic organizer (projected on the board and on their paper)</li> <li>• <b>Auditory:</b> Students will listen to the book "Lewis and Clark: A Prairie Dog for the President" being read aloud, students will engage in group and partner discussion</li> <li>• <b>Interpersonal:</b> Students will engage in both group and partner discussion</li> </ul>				
<p><b>Objective</b></p> <p><b>RI.02</b> By the end of the lesson, students will identify and explain the main idea and three keys details of the book "Lewis and Clark: A Prairie Dog for the President" with the aid of a graphic organizer.  <b>H.3_5.9</b> By the end of the lesson, students will be able to discuss with a thinking partner one way they think that Lewis and Clark contributed to the US.</p>	<p><b>Bloom's Taxonomy Cognitive Level:</b></p> <p>Comprehension and Application</p>				
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students will gather at their reading spots to listen to the book "Lewis and Clark: A Prairie Dog for the President"</li> <li>- Students will stay at their carpet spots for a short discussion on Lewis and Clark and their travels</li> <li>- Students will go back to their seats for the group completion of a graphic organizer (in their reader's notebooks).</li> <li>- to wrap up the activity, students will partner up to discuss and write one way (in reader's notebooks) they think Lewis and Clark contributed to the United States</li> </ul>	<p><b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- While students listen to the book, they will remain seated, with a voice level zero</li> <li>- While discussing Lewis and Clark, students will remain seated with a voice level zero. Students will raise their hands if they have questions or answers to questions</li> <li>- Similarly, while students are at their seats for the completion of the graphic organizer, they will remain at a voice level zero unless called on to answer a question or ask a question.</li> </ul>				

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<ul style="list-style-type: none"> <li>- Students will finish their discussion and return to their seats</li> </ul>	<ul style="list-style-type: none"> <li>- Students will discuss with partners (level 1) and write in their reader's notebooks, one way they think Lewis and Clark helped our Country</li> <li>- Students will return to their desks at a voice level zero and put their notebooks away and transition to the next activity</li> </ul>
Minutes	Procedures
1 min	<p><b>Set-up/Prep before lesson:</b> Put paintings of Lewis and Clark up on the board, and gather students at their reading spots</p> 
2 min	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>Ask students if they know who Lewis and Clark were and what they did. Tell them a few quick facts about Lewis and Clark and show them the pictures of Lewis and Clark on the board (Explaining that an artist at the time, painted them because the first camera wasn't invented until 1816)</p>
7 min	<p>Read "<i>Lewis and Clark: A Prairie Dog for the President</i>" to the students and go over some points of interest within the book.</p>
10 minutes	<p><b>Explain: (teacher-led)</b></p> <ul style="list-style-type: none"> <li>- Students will gather back at their seats. Tell students that they will be creating a graphic organizer for this story.</li> <li>- Tell them I know they have created graphic organizers before, but that we will go over what a main idea and key details are for those who may have forgotten.</li> <li>- Ask if students remember what a main idea and key details are.</li> <li>- (Give an example with a book they have read recently, if necessary).</li> <li>- Show and walk students through the steps of the graphic organizer on the board.</li> <li>- First, talk about the main idea, the 3 supporting details that help us understand the main point of the story.</li> <li>- 1. Identify Topic (Tell students that the main idea is the <b>most important</b> part of the story, or what the story is mostly about) Are there people or things in the story that come up over and over?</li> <li>- 2. Key Details- explain that these support the main idea <b>or prove</b> that the main idea is true. How do we know the (main idea) is true?</li> <li>- 3. Main idea is a sentence and key details are statements underneath the main idea</li> </ul>
10 min	<p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</b></p>

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	<ul style="list-style-type: none"> <li>- Students will remain seated while we complete the steps of our graphic organizer for the book <i>“Lewis and Clark: A Prairie Dog for the President.”</i></li> <li>- We will engage in a teacher-lead discussion about the main idea and key details of the book <i>“Lewis and Clark: A Prairie Dog for the President”</i></li> <li>- 1. Identify Topic (Tell students that the main idea is the <b>most important</b> part of the story, or what the story is mostly about) Are there people or things in the story that come up over and over? <b>Main idea: Lewis and Clark were the first people to make discoveries in the West.</b></li> <li>- 2. Key Details- explain that these support the main idea <b>or prove</b> that the main idea is true. How do we know the (main idea) is true? <b>Key Details: 1. The president asked Lewis and Clark to be the first explorers of the west. 2. They discovered and named prairie dogs, 3. When they sent things they found back to the president, they were so amazed they put all the things in a museum</b></li> </ul>
5 min	<p><b>Closure (wrap up and transition to next activity):</b> Once the students have copied their main idea and key details down, they will partner up and try to think of One way that Lewis and Clark helped our country. They will write this down in their reader’s notebooks. This will be used as a final assessment.</p>
<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (document of student learning, data collection)</b></li> </ul> <p>Asking questions as we discuss the story of Lewis and Clark and go through the main idea and key details (e.g. why Lewis and Clark decided to go West, etc.).</p>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <p>Once the students have copied their main idea and key details down, they will partner up and try to think of One way that Lewis and Clark helped our country. They will write this down in their reader’s notebooks. This will be used as a final assessment.</p>
<p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson went pretty well. I ran out of time, so the students weren’t able to complete the Reflection part of the lesson. Also, I didn’t receive the graphic organizer until that morning. (Mrs. Ward provided me with the resource). The students had previously gone over graphic organizers, so they knew what they were doing when we reached that part of the lesson. Looking back, I wish I had incorporated more of the history standard. It would have been more interesting and engaging for them if I had prepared a game, or more specifically relative facts about Lewis and Clark. I gave little connections, but I think since Lewis and Clark actually came through ND, it would be good to look up specific places and things that they discovered in ND. Thinking about it now, it may have even been a good idea to use the internet to search the places they travelled through (maybe on a map, etc.)</p>	