

Lesson Plan Template

Date: 01/30/2020

<p>Grade: 3rd</p>	<p>Subject: Social Studies</p>				
<p>Materials: <i>Jake's 100th Day of School</i>, timeline blank worksheets (on the last 100 years), timeline filled in for my reference, printed off and cut out pictures of various inventions, writing utensils, tape to tape pictures of inventions on the board for discussion</p>	<p>Technology Needed: Projected image of the blank timeline for the student reference and group work</p>				
<p>Instructional Strategies:</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"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <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"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <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"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <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>Standard</p> <p>SST-03.1.05 - Construct timelines</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: The Student is unable to effectively place the titles and descriptions of the inventions in the correct order on the timeline.</p> <ul style="list-style-type: none"> - I will walk around to check understanding and/or repeat necessary elements needed to complete the timeline. Students may also receive help from a peer or where the invention goes, where the short description goes, etc. <p>Above Proficiency: Students fill in the timeline of events without instruction and finish the timeline before group work begins.</p> <ul style="list-style-type: none"> - Ask students to write one sentence on why it's important to know why a new invention is created. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will use timelines pages and view timeline projected on the board. Student's will also use printed off inventions to decide which inventions came in which order • Auditory: Students will discuss which invention they think came first in partners and in group discussion. Students will be able to hear ideas from general discussion and their peers. • Tactile : Students will be physically organizing the images of the inventions to decide which came in which order. • Interpersonal: Students will discuss ideas and interact with their peers to decide the order of the timeline 				
<p>Objective</p> <p>By the end of the lesson, students will be able to organize a list of (provided) inventions made over the past 100 years on their timelines</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Application</p>					
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>First, students will gather around at their carpet spots to read the book <i>Jake's 100th Day of School</i> for their 100th day of school!</p>	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <p>-Students will be at a level zero voice level while I am talking. They will stay at a voice level one when doing partner work and raise hands for questions or comments</p>				

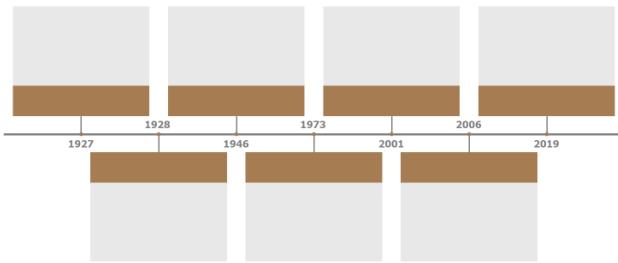
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	<p>Next, students will turn to the board while I will talk to the students about how we are going to look a different invention that were made in the past 100 years and show them the timeline- labelling it and modelling an example of a timeline.</p> <p>We will continue group discussion on the floor about the instructions for the partner work for ordering the inventions</p> <p>Students will partner up in groups of 2 or 3 to complete a hands on timeline of the order they think the inventions go in.</p> <p>Students can go anywhere around the room, with a voice level of 1 in partner work</p> <p>Students will come back to their seats and one person will volunteer to tell the class the order they think the order is and I will help them tape the order on the board for the class to see and discuss</p> <p>Once the correct order is found, students will remain seated ad we will go over together where to put each invention and write the short descriptions.</p>
Minutes	Procedures
2 min	<p>Set-up/Prep before lesson:</p> <p>Put the Blank timeline on the board and the blank timeline worksheets on their desks</p> <p>Gather tape, book, and timeline references to the front of the room</p>
7 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will gather students to the carpet to read <i>Jake’s 100th Day of School</i> and discuss how we are about to make a timeline of inventions from the last 100 years (clarify not days)</p> <p>Tell them that 100 years is a century</p> <p>Clarify the word invention!!</p>
15 min	<p>Explain: (teacher-led)</p> <p>Next, students will turn to the board while I will talk to the students about how we are going to look at different inventions that were made in the past 100 years and show them the timeline(that is already on the board)</p> <p>Next, I will label the timeline for them:</p> <p>Show them where the invention sections are, where the description boxes are and what their purpose is</p> <p>I will be modelling an example of a timeline from my past showing them that timelines aren’t only used for years!! can be used for months, days, hours, etc.</p> <p>We will continue group discussion on the floor about the instructions for the partner work for ordering the inventions</p> <p>Students will partner up in groups of 2 or 3 to complete a hands on timeline of the order they think the inventions go in – show them</p> <p>Students can go anywhere around the room, with a voice level of 1 in partner work</p> <p>Students will come back to their seats when they are finished with the order and one person will volunteer to tell the class the order they think the order is and I will help them tape the order on the board for the class to see and discuss</p> <p>Ask students what they think and why they think it</p> <p>Give students the correct timeline order on the board with tape.</p>

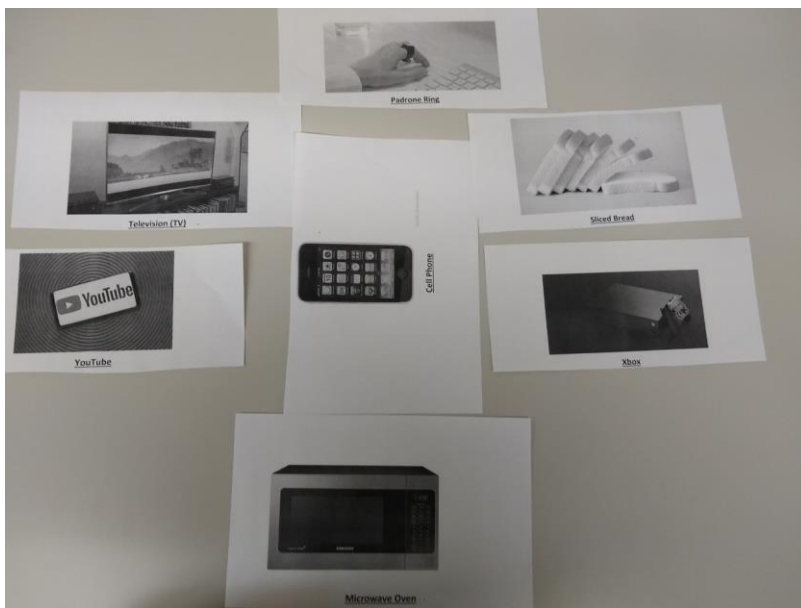
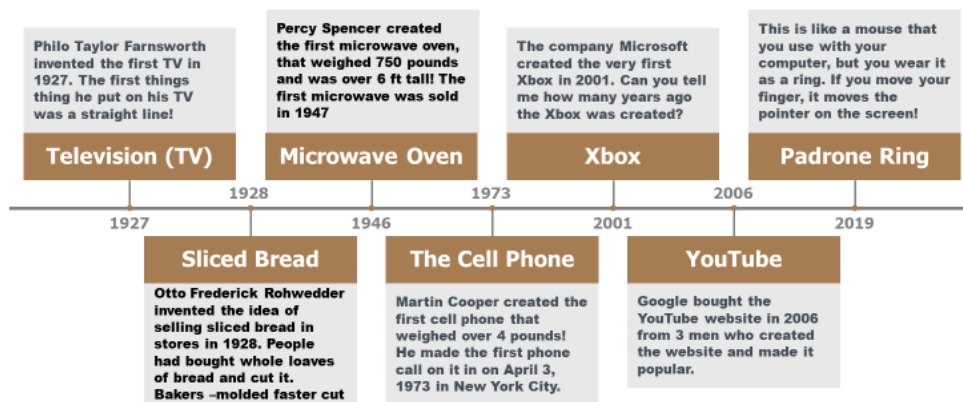
100 Years of Inventions

1920-2020



100 Years of Inventions

1920-2020



15 min

Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)

Once the correct order is found, students will remain seated and we will go over together where to put each invention and write the short descriptions.

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	<p>Tell students about each invention: the description section</p> <p>Ask questions as we fill in the descriptions</p> <p>Transition students to desks for individual work on the 5 questions assessment</p>
<p>10 min</p>	<p>Closure (wrap up and transition to next activity): Students will work individually on a 5 question assessment of timeline knowledge and transition to the next activity</p>
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) <p>Asking questions about topic with a focus on inventions</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>5 question end of the lesson assessment</p> <ol style="list-style-type: none">1. How many years has it been since the invention of the Xbox? 2. Which invention was made in 1928? 3. Who invented the first cell phone? 4. What year was the microwave oven invented? 5. How many years are there between 1928 and 1946?
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Reflecting on this lesson, there are many things I can use improvement on. I felt like during some parts of the lesson, I lost some of the students' attention. One thing that I noticed myself doing was paying attention and engaging with the students who were</p>	

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talking to me or who raised their hands. While it is a good thing to interact with the students who know the answers, I found myself forgetting to check every learner to see if they were all listening or doing their jobs. Once, I looked down at one of the students and saw her doodling on her timeline instead of filling it out. I wasn't sure if she thought we were drawing the pictures in each box (like the pictures of the inventions that they sorted) or if she just wanted to draw the boxes instead of write in them. I was a fault here because the directions were unclear to her, and this is why she began to doodle.

I felt like the students stayed engaged for the most part, though as Mr. Currie pointed out, Mrs. Ward did some redirecting of behaviors while I was instructing the students. To catch the behaviors before we start, I should very clearly state their behavior expectations and very clearly remind them of the consequences that may occur if they are disrespectful or disruptive.

Overall, this lesson went well, though there are many little details that could use improvement. Like Mr. Currie mentioned, I may be a good idea to do print offs of what the invention looks like now and what it looked like when I was first invented. This would connect well to my lesson, because when we filled out the timelines we spoke a lot about how the inventions are much different today than they were when they were first made.