

Lesson Plan Template

Grade: 5th	Subject: Social Studies
Materials: Bowl, pitcher, PVC pipe (one for each group)	Technology Needed: PowerPoint
Instructional Strategies: <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <input 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) <p>Explain:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) G.3-5.5 Compare and contrast the three geographical regions of North Dakota	Differentiation Below Proficiency: I will be able to see if students are below proficiency by how they are participating within the lesson. If the student is struggling to discuss and demonstrate lakes, rivers, and oceans, the student is most likely below proficiency. Above Proficiency: I will be able to see if students are above proficiency by how they are participating within the lesson. If the student is actively participating within the lesson and can properly demonstrate lakes, rivers, and oceans, the student is most likely above proficiency. Approaching/Emerging Proficiency: I will be able to see if students are approaching proficiency by the way that they are participating within the lesson. If the student is fairly active in participating within the lesson and can begin to label and understand lakes, rivers, and oceans, the student is most likely approaching the proficiency level. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For students who are visual learners, they will be visually demonstrating the locations and functions of lakes, rivers, and oceans. • Auditory: For the students who are auditory learners, I (as well as their classmates) will be talking and discussing the concepts of lakes, rivers, and oceans. • Kinesthetic: For the students who are kinesthetic learners, they will be demonstrating the actions of lakes, rivers, and
Objective(s) By the end of this lesson, students will be able to describe the characteristics of lakes, rivers, and oceans through the use of provided in class materials. Bloom's Taxonomy Cognitive Level: Knowledge	

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	<p>oceans by pouring the water through the system.</p> <ul style="list-style-type: none"> • Tactile: For the students who are tactile learners, they will be building their own models of lakes, rivers, and oceans.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>This lesson will take the mode of a discussion and activity base. The students will be creating lakes, rivers, and oceans to represent how they work together within our ecosystem. The students will be encouraged to raise their hands and share out about what is happening within the model, as well as filling out their graphic organizers throughout the activity. The students will move quietly into their groups.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>The students will be expected to be engaged and participating in discussion of waterways. The students will be expected to complete their graphic organizers throughout the duration of the lesson. The students will be expected to be collaborating in the process of making their models. They will be expected to keeping their voices at an appropriate classroom level.</p>
Minutes	Procedures
5	<p>Set-up/Prep: I will need to set up the water ways in the classroom. I will also need to put up the informational PowerPoint.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>To engage the students, I will ask them to recall the information that they have previously learned in their Social Studies course. I will give them time to answer this. I will then ask the class what they know about lakes, rivers, and oceans, using this information to prompt the lesson.</p>
7-10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will refresh the student’s memory by explaining to them the types of land and water ways that we have already covered in class and how they interact with each other. We will be using a PowerPoint presentation to cover the information and vocabulary of waterways. The students will be filling out their graphic organizers to practice the skill of note taking. I will ask questions throughout the PowerPoint, ensuring the students are gathering higher level knowledge and thinking. The students will go through learning about lakes and rivers and why they are important for our ecosystems and our communities.</p>
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> <p>The students will create a lake, river, and an ocean to replicate what it is like for a lake to flow into a river, then into an ocean. To begin this process, I will ask the students if they have ever seen a dam. I will remind them of the Garrison Dam and the Hoover dam. I will listen to their responses. After they respond, I will ask them if they know why dams exist. I will explain to them that dams exist to slowly let water flow from the lake into the river. We will then begin making the models.</p>

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	<p>I will tell the students that the pitcher will be the lake, the PVC pipe will be the river, and the bowl will be the ocean. I will direct the groups to make a model that shows this demonstration of the lakes, rivers, and oceans.</p> <p>Each group will need:</p> <p>1 pitcher, 1 PVC pipe (about 6 inches long), and 1 bowl</p> <p>The students will set up their models and demonstrate the water flowing through them.</p>	
5	<p>Review (wrap up and transition to next activity):</p> <p>At the end of the lesson, I will ask my students to write one fact that they found interesting about waterways on a piece of paper.</p>	
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will progress monitor throughout the lesson by observing how the students are participating and how they are doing throughout the lesson.</p> <p>Consideration for Back-up Plan:</p> <p>Potentially asking comprehension questions throughout.</p>		<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>I will use the piece of paper with the waterways facts on them to complete the summative assessment.</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> <p>This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.</p> <p>This lesson went very well. The students were very excited when they were able to put their science books back into the shelves. They expressed how excited they were to learn off of a PowerPoint presentation and not from popcorn reading. The students and I made the lesson interactive by pulling down the maps and tracing the rivers through the United States, from where they began to where they emptied. The students enjoyed finding where rivers began and where they flowed into. Through this activity, I was able to listen to stories of places where students have previously been.</p> <p>We looked at pictures of bodies of water and had some very good conversations about them. We looked at a picture of where the Pacific and Atlantic oceans met, where the two oceans were different colors. The students were very interested in knowing why it looked so different, one darker and one lighter. We had a good conversation about the possible reasons the two oceans looked very different. The students asked very in-depth questions about the rivers, lakes, and oceans. Using the PowerPoint, the students were given the opportunity to take in-depth notes, as well as have conversation about the things they found interesting throughout the lesson.</p>		

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Following the PowerPoint, we had an interactive activity, where we stimulated a lake, a river, and an ocean. The students loved to see this visual and to be able to demonstrate how the water goes from a lake, to the river, into the ocean. At the very end of the lesson, I was curious about how much information the students retained from the lesson, thus I had them fill out an exit ticket. The students wrote one fact they learned on a note card. Most of the students had very good information on their notecards, such as various lakes that flowed into rivers and curious questions about the continental divide.

I think I would have changed part of the lesson, so that the students would have had time to pour the water through the system. I think that it would have been beneficial for the students to take turns. I think that allowing the students to have hands on working time helps them to remember the information that they were previously given. If time would allow in my future classroom, I would have the students build their own models of the lake, river, and the ocean.

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Model

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Gm... ~~is~~

That the Atlantic Ocean
& the Pacific Ocean don't
mix.

Learn in
~~the~~ (19)
~~the~~ (5) out

The All...
World

~~to~~
Bodies of water,

~~the~~
the dic...
~~the~~

If a river is on the east
side ~~of~~ (3)

one fact
~~fact~~

name ~~is~~ Date Sept/23/2019
~~the~~

the continental divide
half rivers flow one way
half go the other way