

Lesson Plan Template

Date: _____

Grade: 5th	Subject: Social Studies
Materials: 2 white boards, 2 markers, 2 erasers, laptop	Technology Needed: laptop
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuels/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Other (list) <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources.	Universal Design for Learning Below Proficiency: For the students who are below proficient, I will want them to work with the higher students in their group. Therefore, I will want a lot of small group discussion while trying to answer the questions. Therefore, the students are able to bounce ideas off each other while they are trying to answer the questions. I will give groups an amount of time where they are able to think through the questions and answer them to the best of their ability. In the beginning of the lesson, I will want all of the students in the groups to share with the rest of their small group about who they are researching for their Black History Month project and state some facts about that person or event. Therefore, the students will be able to learn some more information before the trivia game starts. I will be walking around as well to answer any questions if the students do not understand the question for the game. Above Proficiency: For the students who are above proficient, I will be looking to see if they are helping to lead the small group. I will want them to listen to their peers and think through each question with their team. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For the students who are visual learners, I will be using a trivia game online where the students can see what the question is and what all the categories are. The students will also be using whiteboards, where their team will write the answer on it. • Auditory: For the students who are auditory learners, I will be reading all of the questions out loud. The teams are also expected to be talking through each question so they can all agree on their answer they will give. • Kinesthetic: For the students who are kinesthetic learners, I will allow the students to stand if they want to stand during the game. I will also have whoever is giving the answer for the team to stand up when they are giving it, therefore, they will be able to get some movement in during the game. If time allows, the students will also get with their partners to work on their projects and this will allow the partners to move and sit wherever they want.
Objective At the end of the lesson, the students will recognize which questions go with the correct people, event, or sport from the trivia game by working in groups. Bloom's Taxonomy Cognitive Level: Understand	

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	<ul style="list-style-type: none"> • Tactile: For the students who are tactile learners, they will be writing on the whiteboard with a dry erase marker and then will erase what they wrote. The students will also be passing a paper around the group so each person will help be responsible of the score for their group.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • The students will be split into four teams and each team will be competing in a trivia game. • Therefore, they will be sitting at their desks for most of the time. • They will need to get a 2 white boards, 2 erasers, and 2 dry erase markers before we begin the trivia game • The students will be talking to their partners and group throughout the lesson, therefore, they will need to use a level 2 voice • One student from each group will begin as the score keeper and then each turn the paper will be passed to the next person. • One student from each group will be writing their answers down on their group's whiteboard and then will stand up and say the answer when the time is up, this will also be passed around the group after each question. 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • The students are expected to participate in the trivia game. • The students are expected to sit at their desks or stand at their desks • The students are expected to participate when they are talking as a team about a question • The students are expected to take turns being the scorekeeper and the answer giver • The students are expected to ask questions if they are confused • The students are expected to grab their materials quickly and quietly • The students are expected to come together when I say ring the bell • The students are expected to listen to the other teams' answers respectfully
Minutes	Procedures
5 Minutes	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • Create the Trivia game – the categories will be in People, Sports, Events, and Extras • Send the link to Mrs. Erp • Then pull up the trivia game using the link • Split paper into thirds, one for each student • I will make sure the materials are ready to be handed out to the groups.
5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • I will tell the students that we are going to be participating in a trivia game today about Black History Month. • I will tell them that for the opening activity I will want them to turn and talk to the group you are sitting in and tell your partners about who you are researching and two interesting facts that you have learned about that person so far. If the student is sitting by their partner for the project, I will have then talk to someone else in the group for this. I will allow the students to talk for a couple of minutes. I will be walking around to the four groups to hear what some of the students are saying. • Once the students are done talking, I will tell them that they are currently sitting in their groups for this trivia game. • Then, I will tell them that they will need some materials so we can get started playing the game. One student from each group will need to grab 2 whiteboards, 2 markers, and 2 erasers. • Once all of the materials are on the desks for each group, I will continue to the start the expectations and rules for the trivia game.
5 minutes	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> • I will explain to the students that they are going to be in four teams, which they are already in. • There will be two students each question, that will have a job. The first job will be the person who answers the question, this person will write the answer, after talking to their group about what the answer is, and then will stand up and say the answer when time is up. Example, if the answer to the question is Martin Luther King Jr. then the student will right the name down on the white board and then stand up to say the answer when the time is up. The second job is the scorekeeper. This person will either add or subtract, depending on if they get the answer right or wrong, the amount to their score. The score will be kept on another whiteboard; therefore, it can be erased easily. For example, if the students had a score of 300 and they got another answer right for 200, then they will add 200 to their score and rewrite the score on their team's whiteboard scoreboard.

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	<ul style="list-style-type: none"> • Each job will be rotated around the group after each question is answered and the job is done. I will allow for the scorekeeper to do its job before I move onto the next question. • Each person in their team will be able to do both jobs multiple times. • I will tell the students that there are going to be four categories that they can pick from. These categories are People, Sports, Events, and Extras and each question will have something to do regarding Black History Month. • I will explain to the students that I will read each question to them and then will allow for each team to have a 1-minute discussion about what the answer is. Once, they know the answer the answer keeper will write the answer on their whiteboard. I will remind the students that while they are talking to their group during this minute to keep their voices quiet, because you don't want the other group to steal your answer. • I will tell the students that to call them back together and to know when the minute is up, I will ring the bell. Once I ring the bell, voices will need to be off and the answer keeper in each group will stand. Then, the groups will take turns saying their answers out loud. Once all of the groups have said their answers, I will flip the trivia card over to show them their answers. If the students are correct, then they will add to their score, but if they are incorrect, they will take away from their score. • I will remind the students that when we are listening to each other, we need to be respectfully and have our voices off. I will also tell them that once I ring the bell then they cannot change their answer. I will also tell them that I always want them to try to answer the questions. • Then, I will ask if the students have any clarifying questions before we start the trivia game. • If not, then I will tell the students to pick a scorekeeper and an answer keeper and then raise their hands when they have done that. • Once all of the student's hands are raised, I will begin with the first question.
<p style="text-align: center;">15 minutes</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • We will begin with team number 1 to pick the first question. Once the question is picked, I will read the question to the students and allow them a 1-minute period to write their answer down on their whiteboards. • I will ring the bell when the minute is up and will start with the team that called the question to answer it first and then each team will answer the same question after in order. • If the team does not have anything written on their whiteboard, I will count that as a wrong answer and that amount will need to be deducted from their score, which the scorekeeper will do. • Once all of the teams have answered, I will flip over the card and then the scorekeeper will need to determine if they need to add points or deduct them. • Then, the students will rotate jobs and the group 2 will pick the question. • We will continue in this order until all of the answers that been answered. • Once, we have reached the final jeopardy, I will explain that they can pick a wager, the minimum will be 1 dollar and the max will be their current score. If they get the answer correct then they get to add whatever they wagered to their score, but if they get it wrong than they take away whatever they wagered to their score. • The students will decide on the wager and then I will flip the final jeopardy question over, and they will get two minutes to answer the question. Once the two minutes are up, the answer keeper will say the guesses and then I will flip over the card to the answer. Then the students will either add or take away the wager and then we will determine a winner. • If the students are getting loud, I will remind them that we need to keep our voices down and will say give me 5.
<p style="text-align: center;">3 minutes</p>	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Once the winner is found, I will tell the students that I would like them to write down two facts that they learned during this trivia game on this piece of paper that I am handing out to them. • Once they are done, I would like them to leave it on their desk and depending on time they can work with their partners for their Black History Month projects. • If time does not allow, then I will have them put all of their stuff on their desks away and turn in the piece of paper to me and then get ready to pack up for the day.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • I will be listening in the beginning of the lesson for each student to share two interesting facts about the person they are researching about. This way, the students are learning some information about some influential people before the trivia game has started. 	<p>Summative Assessment (linked back to standard, END of learning)</p>

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- I will be listening and checking to see if the groups are working together and talking through each question.
- I will be checking see each group's score at the end and monitoring each group's score throughout the game.
- I will be doing an exit slip, where the students will need to write down two facts that they learned from the trivia game and that will be handed into me at the end of the lesson.

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):