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| **Teacher : Allie, Cathleen, Brittany, John, Rebekah** | | | **Date: 8.28.17-3.31.17** | | **Grade:**  **9-11** | | **Content Area: Social Studies** | | | |
| **Objective/Essential Question:**  -Students will support their opinion with pre-generated facts  -Students will participate in the reading through the use of adaptive devices and answering comprehension questions.  -Students will create a timeline.   * **Physical Skills:** Fine Motor, Large Motor * **Cognitive Skills:** Recalling basic information from the story and answering WH questions. Sequencing events. Locating the title and author. Identifying vocabulary from the story. Hypothesizing what the story might be about by looking at pictures and listening to the title. Writing journal entries using pictures to assist. * **Social Skills (learning teams):** Collaborating in teams during small group activities built into the lesson. Completing group projects/ worksheets. Turn taking. Listening. | | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg | |
| **Curriculum Standard**  EX.AH.H.1 Understand the creation and development of the United States over time. EX.CE.C&G4 Understand how democracy depends upon the active participation of citizens. | | **Technology**  Smart board  AAC devices  Boardmaker symbols | | | | | | | **21st Century Skills**  Students will actively participate in the lesson by using the Smartboard and utilizing their AAC devices. | |
| **Materials**  Worksheets  Smartboard lessons  AAC devices  Data Sheets  Picture cards | | **Vocabulary (Literacy)**  Rules, NYC, plane, terrorist, flag, eagle, statue of liberty, white house, liberty bell, president, explorer, country, war, houses | | | | | | |
| **Lesson Procedures** | | | | | | | | | | |
| **Review**(Links to Prior Knowledge, Anticipatory Set)**:**  Students will review the purpose of the lesson. Students will learn about the history of Spain. The students will review that every book has a title, and author. The students will review previously discussed chapter topic. | | | | | | | | | | |
| **What the teacher will do:**  **School Rules:** Teacher will introduce the lesson and book Follow the Rules. Teacher will read the title of the story/lesson and give the students an opportunity to point to/say the title. Teacher will talk through the *Steps of Understanding Connections.* Teacher will introduce the class to the classroom rules. The teacher will have students read the book and point out rules that are the same and different. Teacher will walk students through the *Steps to Critical Thinking and Problem Solving Skills.*  Teacher will have students break into teams and will ask them to complete a comprehension paper product. Teacher will also have students complete an activity where they compare rules at home to rules at school.    **September 11:** The teacher will introduce the topic for the week on September 11th Teacher will allow students to work through a SMARTboard lesson by manipulating the slides to reveal important information about 9/11. Teacher will show a video about September 11. Teacher will have students answer comprehension questions. Teacher will have students get in groups and complete a worksheet in their journal.  **American Symbols:** The teacher will show pictures about different countries government systems. Teacher will talk through the *Steps of Understanding Connections*. Teacher will explain students are reading for a purpose and they will need to determine that purpose during each lesson. Teacher will walk through the *Steps to Testing and Idea*. Teacher will preview the American Symbols students will be learning about during the lesson. Teacher will read the title of the story/lesson and give the students an opportunity to point to/say the title. The teacher will have students read the book and will point out important information that pertains to the symbols. Teacher will walk students through the *Steps to Critical Thinking and Problem Solving Skills.*  Teacher will have students break into teams and will ask them to identify symbols based off of the book. Teacher will have students use their *Steps for Synthesizing Knowledge*. Teacher will walk students through the *Steps to Critical Problem Solving Skills.* The teacher will have students complete a comprehension paper product.  **History of the US:** The teacher will show a video clip or explain a slide on diversity. Teacher will talk through the *Steps of Understanding Connections*. Teacher will explain students are reading for a purpose and they will need to determine that purpose during each lesson. Teacher will walk through the *Steps to Testing and Idea*. Teacher will read the title of the story/lesson and give the students an opportunity to point to/say the title. The teacher will have students read a chapter per week and will point out important dates that pertain to that time period. Teacher will walk students through the *Steps to Critical Thinking and Problem Solving Skills.* The teacher will ask comprehension questions based off of the chapter. Teacher will have students break into teams and create a timeline of events based off the information they just read about. Teacher will have students use their *Steps for Synthesizing Knowledge*. Teacher will walk students through the *Steps to Critical Problem Solving Skills.* The teacher will have students complete a comprehension paper product. Teacher will review what an opinion is and then give each student the opportunity to give their opinion about the lesson. Teacher will have students use their *Steps for Synthesizing Knowledge.* Teacher will give students the opportunity to give their opinion in Choose It Maker.  Week 1: Students will learn important facts about **school rules**.    Week 2: Students will learn important facts about **September 11**.  Week3: Students will learn important facts about **American Symbols.**  Week 4: Students will learn important facts about **Founding of America (Chapter 1)**  Week 5: Students will learn important facts about **A New Country (Chapter 2)**.  Week 6: Students will learn important facts about **Moving West (Chapter 3)**.  Week 7: Students will learn important facts about **American Civil War (Chapter 4)**.  Week 8: Students will learn important facts about **America Grows (Chapter 5)**.  Week 9: Students will learn important facts about **Modern America (Chapter 6)**.  **What the teacher assistants will do:**  Teacher assistants will assist students in assessing the materials used in the lesson and be attentive to any behavioral or disruptive concerns. They will also participate in data collection during the lesson. | | | | | | | | | | |
| **Guided/Independent Practice**  Teacher will give each student the opportunity to answer comprehension questions. Teacher will have students break into groups and allow them to fill out their graphic organizer about the current topic. | | | | | | | | | | |
| **Assessment/Check for Understanding**  The students will be assessed on individual IEP goals and objectives and/or on their ability to correctly identify comprehension questions and complete activities. | | | | | | | | | | |
| **Closure/Summary**  Teacher will review what an opinion is and then give each student the opportunity to give their opinion about the lesson. | | | | | | | | | | |
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| **Reflection**  **(after teaching the lesson)** | **Differentiation** | | | **Student Engagement** | | **Data**  **Collection** | | **Higher Level Question** | | **Lesson Effectiveness** |
| **Low High**  **1 2 3 4 5** | | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** | | | | | | | | | |
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