

LESSON PLAN

Student Teacher/Intern:		Date:
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:
Unit Title: The Great Depression		Age/Grade Level: Grade 5
Lesson Title: Eleanor Roosevelt		Order in Learning Segment:
Total # of Students:	# IEP Students:	# ELL Students:

PREPARATION

Context of the Lesson:

In this lesson, students will learn;

- About the contribution of Eleanor Roosevelt during the time of the Great Depression.

Standards to Address:

CCSS.ELA-LITERACY.RL.5.1

CCSS.ELA-LITERACY.RL.5.4

CCSS.ELA-LITERACY.RL.5.10

Academic Language and Language Demands:

- Academic language will be used and reinforced in this lesson

Language objective

CCSS.ELA-LITERACY.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Assessment Plan:

Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge	Adaptations/ Accommodations to Assessment for ELLs/SWDs

<p>1. (CCSS: 5.1) By the end of the lesson, students should be able to accurately quote from a text when explaining facts about Eleanor Roosevelt. Additionally, they should be able to accurately quote from a text when drawing inferences from core lesson 4 social studies by Houghton Mifflin.</p>	<p>Diagnostic assessment</p> <p>Formative assessment</p>	<p>This will help the teacher get an understanding of the information she/ he needs to understand student knowledge and engage the whole classroom</p> <p>Assessment tasks to be used:</p> <ul style="list-style-type: none"> -A multiple-choice pre-test -Journal entries -Classroom discussions -Keeping a record of student-generated questions that will be answered throughout the lesson. 	<p>Recall & reproduction.</p> <p>Remember.</p>	<p>A reduced reading requirement as a measure for reducing reading load pre-class as students are still unfamiliar with the concepts.</p>
<p>2. (CCSS:5.10) By the end of the core lesson, students should be able to demonstrate an understanding of the works of Eleanor Roosevelt's work in relation to human rights.</p>	<p>Summative</p>	<p>-Standardized lesson test</p>	<p>Analyze, evaluate and create</p>	<p>The test will incorporate short sentences and single words.</p> <p>Directions will be clarified.</p> <p>Additional time will be given to ELLs/S</p>

			WDs
Materials/Resources/Media Technology Needed:			
<ul style="list-style-type: none"> • Pencils • Word wall • Reading text, ‘<i>Houghton Mifflin Social studies.</i>’ • Handout on: Who Was Eleanor Roosevelt? - Biography, Facts & Accomplishments • Handout on: lesson quiz • Laptop • Projector • Chalkboard, chalk, and duster 			
INSTRUCTION AND ASSESSMENT			
Time	INTRODUCTION		Accommodations
	<p>Anticipatory Set</p> <p>Get a feel for how well-prepared the class is for discussion and warm them up for it as well with the question:</p> <p>Who was Eleanor Roosevelt?</p> <p>This general question will allow the teacher to gauge if the students know even some basic facts about Eleanor Roosevelt.</p> <p>After the warm-up, the instructor will take 5-minutes to discuss the focus and goals of the lesson. Providing materials that will enhance students' sensory perception and relate to previous lessons will activate prior knowledge.</p>		<p><i>During and after the anticipatory set, students will be encouraged to ask questions and for clarification on what they do not understand.</i></p>
Time	LESSON DEVELOPMENT		Accommodations
	Step-by-Step Input, Checks for Understanding, and Modeling		<p><i>Students will be given adequate time to respond to all prompts</i></p>
	1. Immediately after entering the classroom, students should open ‘ <i>Houghton Mifflin Social studies.</i> ’		
	2. Prompt to students: List ways Eleanor Roosevelt helped the American people during the Great Depression.		

	<p>3. Ask: What human rights did Eleanor Roosevelt fight for?</p> <p>4. Impacts of Eleanor Roosevelt according to the primary text ‘<i>Houghton Mifflin Social studies.</i>’</p>	<i>in the lesson developm</i>
Time	GUIDED PRACTICE	Accomm odations
	<p>Activities (“We do”)</p> <p>Students to partner up and read handout on: Who Was Eleanor Roosevelt? - Biography, Facts & Accomplishments</p> <p>Identify the human rights Eleanor fought for.</p> <p>Each pair to select a human right Eleanor fought for and discuss her impact</p>	<i>Students will be given time to read through the handout.</i>
Time	INDEPENDENT PRACTICE	Accomm odations
	<p>Assignments (“You do”)</p> <p>Pretend you are a journalist working for Eleanor Roosevelt in her newspaper column called ‘My day.’ As a reporter, write a 2-paragraph article on why human rights are important.</p>	<i>Any students who will not have submitted the task on time will be given extra time to complete the assignme nt. It is not an exam but a formative assessme nt.</i>
Time	CLOSURE	

	Thank students for a good and productive class. Reaffirm the expectation that everyone must complete and submit the individual task by the next day, as those words will be used in the next lesson about the Great Depression	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	Take-away quiz: Handout on: lesson quiz	Students will be encouraged to ask guardians for help.

LESSON PLAN THINKING/REFLECTION PROMPTS

PREPARATION				
Context of the Lesson: <i>This lesson enables students to know about the contribution of Eleanor Roosevelt during the time of the Great Depression.</i>				
Standards to Address: CCSS.ELA-LITERACY.RL.5.1 CCSS.ELA-LITERACY.RL.5.10				
Academic Language and Language Demands: CCSS.ELA-LITERACY.RL.5.4 <i>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</i>				
Assessment plan: <i>To assess the students, the instructor will use formative, summative, and diagnostic assessments. Some of the formative assessment methods I will incorporate into the lessons include; keeping a record of student-generated questions that will be answered throughout the lesson about FDR and the new deal and students answering multiple-choice questions on the great depression. Diagnostic assessment methods used include; short quizzes, journal entries, and classroom discussions. Summative assessment methods used include; writing a short paragraph incorporating all the new concepts learned, standardized lesson tests, and a comparison of the times of the great depression and now. Judgment of mastery will be based on students' ability to comfortably and successfully do the assessment tasks.</i>				
Objectives	Type of	Description of	Depth of	Adaptations/ Accommoda

	Assessment	Assessment Task/Type	Knowledge or Bloom's Taxonomy	tions to Assessment for ELLs/SWDs
1. (CCSS: 5.1) By the end of the lesson, students should be able to accurately quote from a text when explaining facts about Eleanor Roosevelt. Additionally, they should be able to accurately quote from a text when drawing inferences from core lesson 4 social studies by Houghton Mifflin.	Formative	-Short quizzes -Journal entries -Classroom discussions -Keeping a record of student-generated questions that will be answered throughout the lesson.	Recall & reproduction. Remember	A reduced reading requirement as a measure for reducing reading load pre-class as students are still unfamiliar with some words.
2. (CCSS:5.10) By the end of the core lesson, students should be able to demonstrate an understanding of the works of Eleanor Roosevelt's work in relation to human rights.	Summative	-Standardized lesson test.	Analyze, evaluate and create	The test will incorporate short sentences and single words. Directions will be clarified.
Materials/Resources/Media Technology Needed:				
<ul style="list-style-type: none"> • Pencils • Word wall • Reading text, '<i>Houghton Mifflin Social studies.</i>' • Handout on: Who Was Eleanor Roosevelt? - Biography, Facts & Accomplishments • Handout on: lesson quiz • Laptop • Projector • Chalkboard, chalk, and duster 				
INSTRUCTION AND ASSESSMENT				
Minutes	INTRODUCTION			Accommoda

		tions
	<p>Anticipatory Set</p> <p>The instructor would incorporate multiple modes, i.e., visually, auditorily, kinesthetically, etc., in every lesson to capture students' interest. At the beginning of every lesson, the instructor would introduce the lesson topic and the learning objectives of the previous lesson. Moreover, the instructor would do a 10-minutes recap of the previous lesson to activate prior knowledge. Providing materials that would enhance students' sensory perception and relate to previous lessons would activate prior knowledge.</p>	<p><i>Instead of the standard chair arrangement, the instructor would incorporate strategic seating in the class to streamline access to individual students.</i></p>
Minutes	LESSON DEVELOPMENT	Accommoda tions
	<p>Step-by-Step Input</p> <p>Several strategies are incorporated to teach the lesson and meet the lesson objective.</p> <p>#strategy1: Webb's depth of knowledge. To help with recollection and reproduction (DOK1), students are expected to outline and re-iterate the main points of a recent lesson. To help with knowledge application (DOK2), the students are expected to write journal entries and letters to key figures.</p> <p>#strategy2: Summative assessment – evaluates what students learn</p> <p>#strategy3: Formative assessment – to improve how students learn</p> <p>#strategy4: Confirmation inquiry</p> <p><i>To teach the necessary academic language and language demands</i></p>	<p><i>I would incorporate graphic organizers as visual representations of the concepts and ideas to help relieve learner boredom, enhance recall, provide motivation, create interest, clarify information and promote understanding.</i></p>

	<p><i>I will:</i></p> <ol style="list-style-type: none"> 1. Introduce and reinforce academic language in every class 2. Use academic language throughout all content areas o the lesson 3. Provide opportunities for review through the creation of a word wall where students can refer to what they have learned throughout the lessons 	
	<p>Checking for Understanding</p> <p>Students pair up and talk about the legacy of Eleanor Roosevelt.</p> <p>One question quiz on various questions</p> <p>Exit slips</p> <p>Giving students time to reflect on the contributions of Eleanor Roosevelt to America, especially during the Great Depression.</p>	<p><i>Moreover, I would use multiple means of representation to enable all students to assess lesson content to</i></p>

	<p>Model (“I do”)</p> <p>Students will be taught the knowledge and skills to recall, reproduce, analyze, create, and critically.</p>	
<p>Minutes</p>	<p>GUIDED PRACTICE</p>	<p>Accommodations</p>
	<p>Activities (“We do”) –</p> <p>Research activities that I will provide students to practice include; giving students homework and exit slips. Moreover, as the teacher, I will reinforce effort and praise students who deserve it.</p> <p>To monitor student use of the</p>	<p><i>Differentiation of activities and formative assessments ·</i></p> <p>The formative assessments are differentiated in terms of formal and informal assessments. Formal formative tests include; exit quizzes and student writing prompts to monitor students' language development and skills. An informal formative</p>

	<p>academic language and language demands, the teacher should incorporate new words from lesson one into lesson oral vocabulary.</p> <p>Both guided and independent practice have the potential to enhance learning opportunities for students. However, success in guided practice will not automatically lead to success in independent practice.</p>	<p>assessment like; group discussion and asking students directly to indicate their comfort level with a skill.</p>
Minutes	INDEPENDENT PRACTICE	Accommodations
	<p>Assignments (“You do”) – <i>The assignment(s) that I will use in class to check independent progress/mastery of objectives include;</i></p> <p>Create a historic newspaper covering a specific human rights issue</p>	<p>The summative assessments are differentiated in terms of the complexity of the language of directions, providing varied options for expressing learning, and the degree of structure versus independence required for the task.</p>
Minutes	CLOSURE	
	<p>Summary and Connection</p> <p><i>I will ask students to summarize critical points they got from the lesson as they would to a friend who was absent from the class.</i></p> <p><i>Alternatively, I would give</i></p>	

	<p><i>them exit slips to work on and bring them to class during the next lesson.</i></p> <p><i>To connect lessons, I would start each lesson with a question on important content from the previous lesson.</i></p> <p><i>Alternatively, I would show them an animated video on the great depression.</i></p>	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	<p>Homework (“You do”)</p> <p>Students, to identify and discuss character traits of Eleanor Roosevelt then write a 2-paragraph essay on their findings.</p>	<p><i>Students will be encouraged to ask guardians for help with these tasks.</i></p>