CMS Lesson Plan

Teacher: Frances Carter Lesson Date: September 8- September 11, 2015

Subject: 7th Grade Social Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)***HOLIDAY----- NO SCOOL** | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.* **Monday ( HOLIDAY- NO SCHOOL)** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)* |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* |  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there*  |  |
|  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* Powerpoint on the 8 Themes. |  |
|  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
|  min | **Independent Practice**: *(individual practice, discussion, writing process.)*  |  |
|  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  |  |
|  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)* T |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)Include for students who need examples of conflict and change to assist in their learning.* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes: conflict, change, society** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)-Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks **-Cornell Notes**-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)***SS7G7 Explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).** **SS7G8 Describe the diverse cultures of the people who live in Southwest Asia (Middle East).**  | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.* **Tuesday/Wednesday**  |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*1. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.(SS7G7)
2. Explain the differences between an ethnic group and a religious group. (SS7G8)
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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 15min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* |  |
| 15min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there*  |  |
| 20min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge],* Discovery Learning Education Video |  |
| 20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing processCulture Foldable: In class practice |  |
|  min | * **Independent Practice**: *(individual practice, discussion, writing process.)*

Essay & Venn Diagram practice |  |
|  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  |  |
|  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*Projector |
| **Notes:**  |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)-Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks **-Cornell Notes**-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)***SS7G8 Describe the diverse cultures of the people who live in Southwest Asia (Middle East).**  | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.* **Thursday/ Friday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*1. Explain the differences between an ethnic group and a religious group.
2. Explain the diversity of religions within the Arabs, Persians, and Kurds.
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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* |  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*CNN News Clip & Discussion Period |  |
|  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* Brain Pop Video & Class Practice review |  |
|  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) Religion of the Middle East Chart ( 3 main religions of the Middle East) |  |
|  min | **Independent Practice**: *(individual practice, discussion, writing process.)*  |  |
|  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  |  |
|  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:****Vocabulary**:  |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)-Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks **-Cornell Notes**-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-**Think/Pair/Share** -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |