CMS Lesson Plan

Teacher: Boochee, Holmes, Mason Lesson Date: Week 8, Sept. 21-2

*Subject:* 6th 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?)*  **SSH6: Students will analyze the impact of European exploration and colonization on various world regions.**  **A, Identify the causes of European exploration and colonization, include religion, natural resources, market for goods, and the contribution of Prince Henry the Navigator.** | *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**  **Block A**  **Block B** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Essential Questions: How did the impact of European exploration and colonization impact various regions of the world, and what were the contributions of Prince Henry the Navigator? | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Monday: Reading Essential and Note Taking Guide pp. 58-63 The Students will be introduced to Unit 3 Historical Understanding  Tuesday/Wednesday: 4.5 Assessment  Thursday/Friday: Graphic Organizer on the Gs GOD, Glory and Gold. | **BRAIN BREAK**  **EVERY 20 MIN.** |
| 20  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?)*  Monday: **Academic Vocabulary:** Exploration, Explore, Overseas, Colony, colonization, Region, Market for Goods, Prince Henry the Navigator, Wealth, land and honor, Missionaries, Convey, Convert, Portugal, Spain, England, France, Asia, Africa, Americas, UK, Australia, Empire, Imperialism, World War I. K.I.M Vocabulary Strategy Chart. ELA -intg-connection  **Brain Break** | **CLEAR DAILY/LOG READING TIME AND COMPLETE QUICK WRITE.** |
| 15  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Monday: Review read and discuss expectations of assignment Physical Features, European Resources and Climate Regions.** Students will view this video. On Henry the Navigator. Cornell notes and Academic Study Rubric  **Tuesday/ Wednesday:**  4.5 Assessment - Cornell notes (power point in One Notes) United Steaming Spice trade video,  **Thursday/Friday**: Cornell notes (power point in One Note) Spanish Conquest. | **CNN STUDENT NEWS CURRENT EVENTS.** |
| 5  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process  **Monday: Individual Practice pp 58-63**  **Tuesday/ Wednesday:** Cooperative groups Foldable Study Organizer pg.253 Group discussions  **Thursday/Friday:** Cooperative groups Foldable Study Organizer pg.253. Group discussions  **Brain Break-Bing Go Noodle Brain Breaks Kids Love** |  |
| 5  min | **Independent Practice**: *(individual practice, discussion, writing process.)*  **Monday: Review lessons through activities on taught lessons according to data needs.**  **Tuesday/ Wednesday: 4.5 Assessment.**  **Thursday/Friday: STATIONS: Differentiated Instruction** questions: Teachers Choice Interpreting a Circle Graph pg. 390 in text #s 1-3 each station will complete one of the task in the Skills Handbook section of the text on this page. | **Responses to questions are a formative assessment.** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Tuesday/ Wednesday:** 4.5 Assessment  **Thursday/Friday: Review for Benchmark** | **REVIEW FOR BENCHMARK** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Monday:** Sticky note with answer to daily question (Teacher’s Choice)  **Tuesday/ Wednesday:** Journal entry of taught lesson  **Thursday/Friday:** Journal entry of taught lesson |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  **Monday: Q AND A**  **Tuesday/ Wednesday: Q AND A**  **Thursday/Friday:**  **Q AND A** | **Graphic Organizer**  **Circle maps** |

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| **LAST 5 MINUTES OF CLASS: DLIQ** |
| **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 (  )  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |