**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** SS Chapter 3 S**ubject:** Social Studies **Date:** April 10, 2014

**2. Target Grade Level:** 4th grade

**3. PDE Standards:**

1.2.4.E. Read, understand, and respond to essential content of text in all academic areas.

1.5.4.F. Use grade appropriate conventions of language when writing and editing.

• Spell common, frequently used words correctly.

• Use capital letters correctly.

• Punctuate correctly.

• Use correct grammar and sentence formation.

1.6.4.A. Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

8.2.4.D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania

• Ethnicity and race

• Working conditions

• Immigration

• Military conflict

• Economic stability

**PA Common Core Standards:**

CC.1.2.4.A. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.F. Determine the meaning of words and phrases as they are used in grade‐level text, including figurative language.

CC.1.3.4.C. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

CC.1.4.4.E. Use precise language and domain‐specific vocabulary to inform about or explain the topic.

CC.1.5.4.B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objectives** | **Aligned Summative Assessments** |
| --- | --- |
| Given a set of vocabulary words and definitions given prior to reading, the student will match words with their meanings after reading as part of a vocabulary game with 100% accuracy.  Given a rubric and *Tales of the Towpath* book, the student will create 5 cards to describe each of the following characters by providing a picture, label, and two details about each character: Conan, Colin, Fergus, Finn, and Mary Gorman.  Given a postcard template, the student will summarize the previously read chapter in 1-2 sentences by noting a key detail from the chapter with 100% accuracy. | Vocabulary matching game at end of lesson  Characters of the Towpath project  Postcard collection book |

**5. Materials Needed:**

|  |  |
| --- | --- |
| -*Tales of the Towpath* book for each student | **-** postcard book for each student |
| -*Tales of the Towpath* audio recording | **-** vocab sheets and covers for vocab match |
| -Characters of the towpath rubric and cards for each student | **-**rewards (erasers, puzzle passes) |

**6. Expectations for Behavior and Class Activities:**

* The student will follow teacher directions.
* The student will actively engage in all activities to her best ability.
* The student will use respectful language towards others.
* The student will keep hands and feet to him or herself.
* The student will remain quiet and seated during the lesson.
* The student will use a quiet raised hand to respond to or ask questions.

**7. General or Specific Accommodations for Special Needs Learners:**

* Students with attention challenges will be allowed to stand at their desks rather than sit. They will also be given extra attention to help redirect them during the lesson and allowed to take verbally requested breaks as needed throughout the lesson.
* Students with writing learning disabilities may write notes on the post card assignment rather than complete sentences.

**8. Description of Learning Activities**

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| **Lesson Implementation** |
| Introductory Activity *(2 minutes):*  The teacher will begin by reviewing the previously day’s reading (Chapter 2).  Modeling/Demonstration *(1 minute, 10 minutes):*  Review expectations for listening and reading along with the text by showing an example and a non-example. Then begin the audio reading.  Guided Practice and Feedback *(2 minutes):*  Review what happened in Chapter 3 with the class.  Independent Practice *(3 minutes):*  Have students record what happened in the chapter in their postcard journals using 1-2 sentences. Then play the vocabulary game.  Vocabulary Game *(10 minutes):*  In this game hang all Column A cards on one section of the board and all Column B cards in a second section. Cover each with an opaque sheet of paper and number them 1-12. Have students pick a card from each column to reveal that item. If they match remove the cover and reward the student. Continue as time allows or until all matches are found.  Closing/Review/Preview *(2 minutes):*  After the game, quickly review any words the students struggled with. Then go over anything new that happened with the characters in today’s lesson and dismiss the students.  Formative Assessment:  Students will be formatively assessed through the post card journals and through the vocabulary game.  Accommodations:  Students will be accommodated based on their IEPs on all formative assessment items.  *NOTE: All times are estimated to try to keep lesson on schedule. These will change based on student needs.* |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Students may have trouble maintaining attention to the recording. If this occurs, proximity control will be used to help keep the students on task.

This is a very short class, if time becomes limited due to student needs, the vocabulary game will be moved to the beginning of the next lesson.

**10. Summative Assessments:**

See attached rubric for Characters of the Towpath Assignment.

Postcards are assessed as either a + or – with a + indicating that the writing reflects the content of the chapter and a – indicating it does not. Students are expected to get a + for every chapter read. Postcard template is included in attached PDF.

Vocabulary matching game is in attached PPT file.

**11. Reflections**:

I think this lesson went very well. The students are getting into the groove of grabbing books, cards, and projects as they enter the classroom, which has greatly improved out transition time. They are beginning to get to know me and respect me as a teacher and are responding well to homework pass pieces. In today’s lesson, I used the audio recording that came with the book series. It has a very high production value and really grabbed the students attention. I then played a vocabulary game with the students. It went very well, but I was quite glad I had time to prep it in the preceding class as that took longer than I’d like. You really need time in the preceding class period to get this game ready. The students did very well with the vocabulary and seemed to have a lot of fun. I tried to call on students who volunteered, but some students were not volunteering. Near the end I tried to call on students who hadn’t volunteered yet (especially those that would benefit as such). I think this helped, but I should intersperse calling on those students earlier in the lesson. The post cards continue to work exceptionally well for the students. This style helps students who are embarrassed to write to break out of their shells a bit and helps lower level writers work at a level similar to their peers. By writing only 1-2 sentences, students can work on summarization skills or writing to their best ability level without concern for any motor challenges that arise with longer writing samples. The students had some behavior challenges still in today’s lesson, but that will improve with time.

**12. Sources:**

Scholl, D. (2009). *Tales of the towpath*. Easton, PA: Delaware & Lehigh National Heritage Corridor.

Characters of the Tow Path Necklace Project Rubric

Use the cards to draw a picture and label for each character on one side, and write 3 or more notes about each character. Then, put the cards and your pendant (made in class) on the necklace and tie it. You will be assessed on the following:

1. Character cards for:
   1. Finn Gorman
   2. Fergus Gorman
   3. Mary Gorman
   4. Colin Gorman
   5. Conan
2. Each card must contain:
   1. The character’s name   
      (2 points each, 10 points total)
   2. A picture of the character   
      (3 points each, 15 points total)
   3. 3 or more notes about each character  
       (4 points each note, 60 points total)
      1. Extra notes will count for extra points (4 each) up to 112 total for this project
3. Pendant (made in class):
   1. Looks similar to the one from the book   
      (10 points)
4. All items on necklace   
   (5 points)

Prosperity

Asking many questions

An apartment building that provides homes for poor families in the city

A shortage of food

Bankrupt

Beamed

Industrialization

Fantas

To direct one’s course on a ship

Shimmering

To call or gather together

Torn and ragged

Tenement House

Unable to pay debts; out of money

Something that is imagined

Inquisitive

Summoned

Industrialization

The state of being successful

The habit of working hard and creating businesses that provide a particular service or product

To shine with a flashy light

Navigate

Famine

Tattered

To smile with joy