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Lesson Plan, Social Studies, 5th Grade

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Lesson Plan

District:
School/Campus: ECISD- N.L Treviño Elementary

Teacher: Johana Resendez

Date: 10/28/19

Subject and grade level: 5th

Materials:

Nearpod, cup, candy worm, pudding, cookies

TEKS (Texas Essential Knowledge and Skills):

4 G(S)-Science
Reading comprehension

Lesson objective(s):

1. Agave plants grow.
2. Properties of soil gives nutrients
3. Rio Grande Valley (RGV) agave plant is native. (The tequila worm novel)

Differentiation strategies to meet diverse learner needs:

Use nearpod so students can be able to collaborate, draw and record the answers in reflection of their learning.

ENGAGEMENT

- Describe how you will use place-based and/or culturally relevant pedagogies to promote student engagement?
- What kind of questions should the students ask themselves after the engagement?

In Nearpod I can take my students to a virtual field trip. I would ask my students to observe and what comes to mind as they see the fields of RGV native plants.

EXPLORATION

- Describe what place-based hands-on activities you could use to encourage students to engage the content.
- List “big idea” conceptual questions related to the content you can use to encourage students’ exploration of the lesson.

I want my students to understand how the properties of soil and its components help natives farm their crops.

EXPLANATION

- What questions could you pose to students before you precede to introduce the topic, themes or key terms?
- What questions or techniques will you use to help students connect their own knowledge to the main topic and/or key concepts under examination?
- List higher order thinking questions you could use to solicit participation and engage students in discussion and provide their own interpretations.

What do the natives plant in the RGV?

Do you think we had plantations in the RGV?

What are key factors that help plantations to be successful?

ELABORATION

- Describe how students will develop a more sophisticated understanding of the topics, themes or key concepts.
- What vocabulary will be introduced and how will it connect to students’ observations and/or personal knowledge?
- How will this knowledge be applied in their daily lives?

-Native plants

-Top soil

-Fertile

-Sand

-Gravel

-Humus

How is farming important to us in our daily lives? Have you ever planted or help with agriculture?

EVALUATION

- How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end of the lesson.

Create an example of how soil and its nutrients help with farming. How did it impact our daily lives (then and now)?

The tequila worm connection worm (nutrients)

Tequila-native plant