

Summer 6-3-2019

Lesson Plan, Social Studies, 4th Grade

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Lesson Plan

District:

School/Campus:

Teacher: Marcela Salinas

Date: 09/02/2019

Subject and grade level: Social studies 4th

Materials:

iPads, pencils, colored pencils, glue, scissors, magazines, glues sticks

TEKS (Texas Essential Knowledge and Skills):

4.11, 4.2, 4.27, 4.29

Lesson objective(s):

1. TLW look for relationships between facts, events, people and details (sal del rey)
2. TLW study the features to grasp deeper understanding of the topic
3. TLW write a summary that includes the main idea

Differentiation strategies to meet diverse learner needs:

- 1- Encourage students to propose and share experiences
- 2- Interview students
- 3- Journaling time

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?

Students will have a choice on how to present learned information by making a timeline/venn diagram/topic outline/t-chart or web

1-Describe the amount of tribes 2-Types of homes 3-Hunting methods 4-People characteristics 5-Traditions/beliefs 6-Language

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.

TLW: have the opportunity to use the place they are about to write or watch a video clip about the place

TLW: Students will work in groups to research the type of tribe/home/language they want to learn about

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.

Knowledge/remember what tribe are we learning about?

Comprehension/understand how the homes were built?

Application/apply personal experience about a life change

Analysis/analyze walk and talk activity advantages vs disadvantages

Evaluation/evaluate students will map findings

Synthesis/Create TLW: create a poster that announces an event that might occur on a tribe



Lesson Plan

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?

TLW: present their posters + explain new findings about their particular tribe

TLW: Come up with a skit about their way of living. Minimum 2 minutes.

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.

TLW: Reflect on the poster that was created. Things to include:

-The most interesting fact they learned

-Which tribe from other groups would like to research about