

Summer 6-6-2019

Lesson Plan, Social Studies, Kindergarten

April Flores
ECISD, González Elementary

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Lesson Plan

District: ECISD
School/Campus: González Elementary

Teacher: April Flores

Date: June 6, 2019

Subject and grade level: Social studies / Kindergarten

Materials:

Videos, maps of the valley and photographs of different locations

TEKS (Texas Essential Knowledge and Skills):

K.4 The students understand the concept of location.

c. Identifying tools that aid in determining location including maps and globes.

Lesson objective(s):

1. Students will do an activity: Think, Turn and Talk with their neighbor and discuss a location that was meaningful to them

Differentiation strategies to meet diverse learner needs:

Teacher will provide a map of the valley and photographs of different places in the valley.

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?

Teacher will do activity think, turn and talk after the discussion on locations in the valley.
The students will talk to neighbor about a location that they traveled to that was meaningful to them.
Teacher will gather students in whole group and list on chart table students' responses.

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.

Teacher will show videos of different places.

Examples: The beach, the zoo, Disney world, Six Flags

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 is history?

Do you know or have you visited any historical places?

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?

Vocabulary: car, bus, plane, train, travel, location, map, family

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.

The student will draw a picture of the location that was meaningful or historical to them.