

Fall 10-5-2019

Lesson Plan, Social Studies, 2nd Grade

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Lesson Plan

District:

School/Campus: ECISD Austin Elementary

Teacher: J. Flores

Date: 10-5-19

Subject and grade level: S.S 2nd grade

Materials:

Paper and pencil Interview: parents, aunts/uncles, grandparents, great grandparents

TEKS (Texas Essential Knowledge and Skills):

6AB, 74BCD, 9ABC

Lesson objective(s):

1. The student will (TSW) understand where they are actually/genetically from
2. TSW understand adaptation
3. TSW understand the importance of culture

Differentiation strategies to meet diverse learner needs:

Provide examples and discuss various customs.

In groups compare/contrast their customs to show the diversity within the classroom

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?

The teacher will (TTW) intro with Dia de los Muertos using Coco movie
TSW use their schema to understand.

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.

TSW create a family tree with branches

TSW make a leaf for each family member

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.

TTW: Do you know your family history/background? Where are you from?

Why do we celebrate Dia de los Muertos?

Meaning of it?

What customs does your family still celebrate?

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?

Interview family members and create a family tree. Parents/ grandparents/ great grandparents/ great aunts/uncles
Pass on learned knowledge to their other family members.

Culture, ancestors, heritage, customs, family tree

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.

TSW will show mastery of lessons by proficiently presenting their family tree to the class.