East Wake Middle School Daily Lesson Plan (17-18)

Teacher: Condry

Lesson Date: 8/07/17 - 8/11/17

Subject: Social Studies

|  |
| --- |
| **Common Core//Essential Skill Standard(s):** |
| **Learning Target**: (Written in student friendly language)  Monday: G.1.2 Students will understand the human and physical characteristics of regions in North Carolina and the United States.  Tuesday: G.1.2 Students will understand the human and physical characteristics of regions in North Carolina and the United States.  Wednesday: H.3.1 Exploration contributed to migration and immigration in North Carolina and the United States.  G.1.1 Explain how location and place presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.  C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States.  Thursday: H.3.1 Exploration contributed to migration and immigration in North Carolina and the United States.  G.1.1 Explain how location and place presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.  C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States.  Friday: H.3.1 Exploration contributed to migration and immigration in North Carolina and the United States.  G.1.1 Explain how location and place presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.  C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States. |
|  |

|  |  |
| --- | --- |
| **ES**  **tructure** | **Strategies Included in the City School/ Model of Highly Effective Literacy Instruction – English 9-12** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share  performance task |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Problem based activities (real world application)  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences -iReady |
|  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Monday | Tuesday | Wednesday | Thursday | Friday |
|  | **Engage**  **Greet students with a handshake at the door.**  **“Good Things”** | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs | Share my “good things” than will have 2-3 students share theirs |
|  | **Xplore**  **Success Starter:** *(What meaningful and relevant activity will students complete as soon as they enter the classroom?)* | Daily Writing Journal | Daily Writing Journal | Daily Writing Journal | Daily Writing Journal | Daily Writing Journal |
|  | **Communicate**  **Whole Group Instruction:** *(Focused lessons [explicit teaching/modeling, strategy demonstration, graphic supports, activate prior knowledge], shared reading, shared writing, video clips, illustrations, discussion, writing process.)* | -Who Were the First Americans Video  -Native Americans and Early Explorers PowerPoint | -Native American Reading Packets for Sub | -Native American Reading Packets for Sub | -Native American and Early Explorers PowerPoint | -Native American and Early Explorers PowerPoint  -Deadliest Warrior “Aztec Warrior v. Zande Warrior” |
|  | **Empower**  **Group Activity//Small Group Instruction:** (teacher-facilitated group discussion, student learning team activity, re-teaching or intervention) | Group Discussion:  What were some issues that early explorers faced? |  |  | Group Discussion:  What are the pros and cons of early explorers conquering new lands? | Group Discussion:  Who do you think would win a fight between Hernando Cortez v. Ivan the Terrible? |
|  | **Independent Practice**: *(individual practice, discussion,)* | Question and Answer | Reading Comprehension Packets | Reading Comprehension Packets | Question and Answer | Question and Answer |
|  | **Launch**  **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective? Exit ticket, performance task, collaborative google doc, rubric, self and peer assessment, grade cam)* | Summarize the day’s learning | Summarize the day’s learning | Summarize the day’s learning | Summarize the day’s learning | Summarize the day’s learning |

|  |
| --- |
| **Enrichment/Extension/Re-teaching/Accommodations:** *How will my lesson satisfy the needs of all learners? How will you scaffold for your EC and or ESL learners?*  My lessons are designed to help students review content from previous levels but are taught in a way to make sure students whom have no knowledge of the content will grow in ability. All students have access to all notes and materials using the weebly jcondry.weebly.com. If the students are showing they do still not understand the content one on one instruction is available. Times will be provided for tutoring. |