**Lesson Plan**

**Unit Topic:** United States

**Grade**: 5

**Lesson Topic:** Recognizing States

**Objectives:**

1. Students will be able to identify specific facts about the 50 states.
2. Students will be able to correctly identify State capitals, State birds, State trees, State flower, and when the State was ratified to the Constitution.
3. The students will apply their understanding by correctly answering 75 % of the questions on the online quiz.

**Instructional Techniques:**

-Lecture

-Group

- Discussion

- Individual work

-Computer Lab

**Instructional Materials:**

* Online quiz Journey
* Blank map worksheet
* Overhead projector
* Overhead of blank map
* Worksheet to go with online quiz
* Computers for each student

**Theoretical Perspective:**

This is used to engage students in a fun and interactive way of knowing specific facts about each State. This will help students broaden their knowledge of the 50 States by exploring the other information provided on each question.

**Procedure:**

1.) Ask the class if they know any state capital, state bird, state tree, state flower, or when they were ratified to the Constitution.

-Each student will have a blank map in front of them and the teacher will have one at the front of the class on the overhead. Together they will fill out as much as they can about the specific categories asked above. When the class has completed as much as they know, the teacher will then go over what they did not know and fill the rest of the map in.

2.) The teacher will lecture about the United States and how each state was ratified to the Constitution and when. The teacher will then explain how states choose their state bird, state flower, state tree, and state capital.

3.) After this task, the teacher will take the students to the computer lab. Once there, they will find that each computer already has the website open and ready from them to start their online quiz.

-Students will also be allowed to use the map that was filled out in class to help guide them in the right direction.

-There will also be a worksheet there for them to write down their answers. This worksheet will be graded at the end of the quiz.

4.) After the students finish taking the journey online bring the class back together and have the students write a paragraph on what they learned and anything interesting that they would like to share. Have the students hand this in for credit. This will be graded on how they participated throughout the lesson.

5.) After the students finish writing there reflection, bring the students together as a class and have a short 5 minute discussion on what they learned.

**Closure:**

At the end of this lesson the teacher will lead a discussion with the students of what they learned. The teacher will use teacher questions such as “what did you learn and why? This will conclude the lesson and the students will be graded from there.

**Adaption for Different Learners:**

a. Pair students that have learning differences with another student that excels in the other students weakness area.

b. Explain directions verbally and writing them down on the board to adapt to different types of learners.

**Evaluation:**

Students will be assessed by their participation, online journey, and reflection they write.

**Students will be able to identify specific facts about the 50 States that are presented in class.** We will know students have accomplished this by writing a reflection at the end of the lesson.

**Students will be able to correctly identify State capitals, State birds, State trees, State flower, and when the State was ratified to the Constitution.** By reviewing the maps that we filled out together in class the teacher will be able to see that the students were able to correctly identify the given categories and follow directions.

**The students will apply their understanding by correctly answering 75 % of the questions on the online quiz.** By using the worksheet to go along with the quiz we will know if they understand what they have learned.

B.) Concerns we will have with teaching this lesson is some students will have difficulty comprehending the information making it harder to complete the online journey along with completing the map.

**Participation Rubric**

Each student will be graded on how they participated in the class on the following rubric. The rubric will be out of 15 possible points.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 3 | 1 | Points  |
| Map of the U.S. | Students filled out all of the map following directions closely | Student filled out some of the map struggling with following directions. | Student filled in little to none of the map following almost no directions. | \_\_\_\_\_\_\_ |
| Level of Engagement in Class Discussions | Student actively contributed to the class discussion offering great insight. | Student contributed some contribution to class discussion offering some insight.  | Student contributed little to no contribution to class discussion and was disruptive.  | \_\_\_\_\_\_\_ |
| Efficiency  | Student actively used all class time to complete the assignments. | Student used most of class time to complete the assignments. | Student used little to none of the given class time to complete the assignments. | \_\_\_\_\_\_\_ |

 Total Points\_\_\_\_\_\_/15