Tennessee Tech University  
Lesson Plan Template

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| Name: Tosha Cook | Date: 4/25/13 |
| Lesson Title: Inventors: Henry Ford | Grade/Level: Second |
| Curriculum Standards | Central Focus Question/Big Idea/Goal | Rationale/Theoretical Reasoning |
| *State Curriculum Standards* (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).  RI.2.3 Describe the connection between a series of historical events and scientific ideas or concepts in a text. | *What question(s), big idea(s), and/or goals drive your instruction?*   * What is a timeline? * Why is it important to know the sequence of events in an article? * Why is this person influential to our lives? * Why a particular person is important to our lives and why they were an influential part of our history. * Making personal connections through learning | Scaffolding, termed by Vygotsky, will be used throughout the lesson to provide students with the needed assistance and encouragement to achieve the tasks of the lesson. The lesson provides personal connections to be made through learning. The lesson is also broken into parts for a higher potential of mastery from all students. Piaget’s Cognitive Theory and Bloom’s Taxonomy are the major theoretical reasoning that supports my pedagogy and methodology. This lesson provides thought-stimulating activities to produce a wide variety of mentally active experiences. Reviewing the purpose of our learning through the use of questioning will provoke student thinking. Students will use knowledge of inventors and mathematic to make timelines by building on current schema. Providing student choice will allow different learners to express learning in a way that works best for them, supported by Gardner’s Multiple Intelligences. Students will also be provided with opportunities of movement to stimulate prior learning and apply it to this lesson. I have chosen these strategies to engage students in the lesson and succeed in mastering the objectives within this learning goal. I feel that each child’s needs must be met throughout the lesson in both whole group learning and individual assessments. I do not believe in using material that will bore the higher students or using material that will be too far above lower students’ level of thinking, especially during whole group. I also believe in grouping students in ways that will promote higher levels of success. I believe that assessment must match the content that was addressed in the lesson and can be adjusted to fit the requirements of IEPs and 504 Plans, as well as each individual child. I will be differentiating instruction and assessment as needed to accommodate the various learners involved in this lesson. |
| Lesson Objective(s) | |
| *Objectives are measureable.*  I can describe the connection between a series of historical events and scientific ideas or concepts in a text. | |
| Vocabulary/ Academic Language (Language Function) | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*?  Describe is the one language function essential for students to learn during this lesson. Students will be provided with opportunities to practice using the language function of describing throughout the lesson as it is focused around the learning objective, “I can describe the connection between a series of historical events and scientific ideas or concepts in a text.” Students will be provided with opportunities to practice using the language function, Describe, through a grand conversation about articles about Henry Ford. They will also be provided the opportunity to chart a series of historical events on a timeline. Discourse is an associated language demand students need to understand and use, both written and oral. Students will communicate thoughts orally during our grand conversations, working in groups, and when asking and answering questions. They will communicate reasoning when constructing their timelines. I will ask many levels of questions in consideration of the wide range of student understanding within the class. I will use a personal timeline of my life to capture students’ interest and to make student connections. Students will also be required to understand and use the syntax language function by charting, or organizing, historical events and scientific ideas or concepts in a text. I will also provide students with opportunities to explain why Henry Ford was an influential part of our history. I will extend this opportunity for students to answer and explain how the inventor they chose for their lap book was an influential part of our history. Students will use this explanation to write a biography about the inventor they chose for their lap book.  Sub Objective: A well-balanced, rich vocabulary will provide all students (with above, below, and on grade-level vocabulary) with an opportunity to increase their vocabulary without lower students becoming frustrated or advanced students becoming bored throughout the learning segment.   * Timeline: A list of events in the order they happened (chronological order) * Influential: Having or using influence (to change or have an effect on) * Apprentice: A person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages * Quad: meaning four; 4 | |
| Assessment/Evaluation | |
| Formative (Informal)*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*  As I read an article about Henry Ford, I will stop and ask clarifying questions. I will monitor student understanding through the use of their responses as they share with their Wise Owl Pal and provide feedback accordingly. I will also monitor student explanations (both written and verbal) of why Henry Ford was an influential part of our history. I will provide both written and verbal feedback to guide learning and understanding. I will also conduct conferences to students requiring additional support of the learning goal.  Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*  Students will record events from the article in sequential order on a timeline. I will collect individuals’ timelines. Mastery will be determined by the following rubric:     |  |  |  | | --- | --- | --- | | **E** | **S** | **N** | | All *Events* and *Dates* coordinate with one another | All, except 1 or 2, *Events* and *Dates* coordinate with one another | *Events* and *Dates* do not coordinate with one another | | All timeline events are in sequential order | 3 or 4 timeline events are in sequential order | There is no sequential order to the timeline |   I will also collect students’ completed exit ticket: “How would our lives be different if he never existed?” I will provide feedback on students’ work. I will use this assessment to guide future learning. Students will later be asked to complete this assessment for their inventor of choice and add it their lap books, before completing their biographies. | |
| Instruction | |
| Set/Motivator: *How to engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*  I will introduce this lesson by asking, “Do your parents own a Ford car or truck?” I will allow time for students to respond. I will share with students that my first car was a Ford and my husband has a Ford truck. I will inform students of my reasoning for posing my question. We will review this week’s learning objective: Describe the connection between a series of historical events, scientific ideas or concepts, in technical procedures in a text. Today we will learn about another inventor, Henry Ford, and we will focus on the historical events of his inventions. I will also share that we will be learning about and using timelines to help us achieve our learning goal.  Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*  I will discuss what a timeline is. I will explain that a timeline is a list of events in the order they happened (chronological order). I will share a timeline, of my own life; I have previously created on [www.timetoast.com](http://www.timetoast.com). I will read the article about Henry Ford to the class. I will stop and ask clarifying questions about the article while reading. I will allow students to share their responses with their Wise Owl Pal. I will monitor student responses and provide feedback accordingly.  I will pass out timeline strips to random students. I will ask them to read their strip to the class and make a timeline (stand in number/chronological order) in front of the class. I will ask students why it is important to know the sequence of events in an article. “Why is it important to know the order events occur?”  I will ask students to go to their group, in designated areas of the classroom. In their groups, students will have an additional article about Henry Ford. Students will work together to record a series of historical events and scientific ideas or concepts and order them in a timeline. Students are to discuss “Why this person was an influential part of our history.” And, “How would our lives be different if he had never existed.” As a group, students will explain why Henry Ford was an influential part of our history. They will also answer the question, “How would our lives be different if he never existed?”  Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*   * Why it is important to know the sequence of events in an article? * Why is this person (Henry Ford) influential to our lives? * How would our lives be different if he (Henry Ford) never existed? * Why is this particular person important to our lives? * How is this person an influential part of our history?     Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*  I will call groups back together for a whole group discussion. We will review our learning. I will ask students to complete an exit ticket by answering the question, “How would our lives be different if he never existed?”  Material/Resources: *What do you need for this lesson?*  <http://www.hfmgv.org/exhibits/hf/>  <http://www.hfmgv.org/exhibits/hf/chrono.asp>  [www.timetoast.com](http://www.timetoast.com)  Blank Timelines  Timeline Handout  Enrichment Graphic Organizer  Henry Ford Articles  Pencils/ Markers  Active Board | |
| Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*  I will work with the group of five students who consistently require additional support and assistance. Modifications will be made to assessments to meet the needs of IEPs, 504 plans, and struggling readers. I will scaffold these individuals, to support their learning, with additional teacher support and monitoring of learning. I will also need to adapt instruction to meet the needs of students who will be pulled out of the classroom during the lesson, i.e. read the article to those who left during the read aloud, allow additional time to complete assessments. I will also provide timeline strips for student to order then transfer the information onto their timeline. If the class as a whole proves to be struggling with the goals, then further instruction will be performed in a whole group discussion. If only select students show need for further instruction, then small group intervention will be provided.  I will need to accommodate for the various learners that make up this class during the summative assessment. Though my initial intention is for students to work in groups and use the articles (as a whole) to describe the overall connection between a series of historical events and inventions, I understand that not all students will be able to accomplish this goal.  I will provide above level students with an article containing a richer vocabulary and a variety of choices to include on their timeline. I will also provide additional enrichment opportunities to enhance thinking and learning for individuals.  Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*  There are a few interruptions during this block. One student will leave the classroom at the beginning of the lesson to go to the Resource teacher; he will return 30 minutes into the lesson. This child also has a behavior chart to manage his behavior; currently he is taking a new prescription for his ADHD. When he returns, two other students will leave the classroom; one will go to ELL and the other to the Resource teacher. Depending on the speech teacher’s schedule, one or two children may be called out during the lesson.  Additionally, one child’s custodial guardianship is currently being altered. This has affected the child’s arrival time and he is often tardy. Another child has been battling emotional and physical health difficulties and can cause disruptions during learning | |
| Reflections/Future Modifications: *To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?* | |

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Student Teacher Signature/Date Supervisor/Date