**Lesson Plan 6**

Name: Miss Karen

Grade level and subject: 5th History

Date: August 25, 2017, Friday (12:25-1:15)

**Instructional Objectives:**

The student will be able to…

* Recall the meaning of new vocab words in a class recitation.
* Review information about types of governments and the beginning of history on a review worksheet with 90% accuracy.

**Materials Needed**

* Flashcards—nation, country, humanism, culture
* Football field on board. Sticky tac football on center line.
* CCU1 worksheet and Q1 for each student
* 4 chairs

**Scope and Sequence of Lesson**

**Review / Hook**

* Hand back booklets that we made yesterday. Get students to ask the class a question from it.
* Review flashcards and booklet with Football.
  + Students line up in two teams. First people race to say vocab word. Whoever says it first moves the football one line closer to their side.
  + Keep track of touchdowns or play until one team gets a touchdown.

**Lesson**

**Introduction**

* *We have two more pages to read until we have a chapter checkup. However, we have four more flashcards to learn.* Sticky tac them on board and echo them several times. *Watch for these terms to show up today.*

**Teaching / Modeling**

* Read pp 7-8.
  + Introduce flashcards as we get to the words. Show the definitions on back and recite them several times.
* Draw a Tower of Babel on the board (or get a volunteer to). Inside it write the answer to these questions:
  + *Why did they build the tower of Babel?*(to keep from being scattered on the earth)
  + *What did God begin in order to stop their plan?* (beginning of human language)

**Guided practice**

* Do CC1C in class.
* Do Q1 as partners.
* Play the guessing game with review questions from the whole chapter (highlights or CCU).
  + Group students in four teams. Give each team a symbol. Place four chairs facing away from the teacher. One student sits on the chair. Teacher holds up a flashcard and the rest of his teammates descried the word to the student on the chair. When he guesses it right, his team claps for him. The team that claps first gets a point.
  + Students rotate in a circle to take turns sitting on the chair.

**Closure**

* *With your thumb, rate how well you know what we learned so far in history. Thumbs up is very good and down is very bad. Place your thumb somewhere in between if you need to.*
* *Thankfully, we are not taking a test on this unit, but we will still wrap it up with a Chapter Checkup. I will give you a worksheet to do it on. Do your best and be sure to look back if you don’t know one.*

**Independent Practice**

* CCU1 worksheet. Read directions in class, especially part B. Put it in history stacker when finished.

**Self-Evaluation**

*Rating: 1 – inadequate, 4 – needs improvement, 6 – satisfactory, 8 – very good, 10 – excellent*

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| **Area** | **Rating** | **Comments** |
| Success in reaching objectives |  |  |
| Student interest and motivation |  |  |
| Variety of student interaction |  |  |
| Classroom management |  |  |
| Differentiated instruction |  |  |