

Lesson Plan Template

	<p>Students may use notes or online resources for this activity: one resource students can use- https://project.wnyc.org/themostperfectalbum/</p> <p>Ask a student to repeat these directions before sending students off on the activity (10 minutes)</p>
<p>15-20</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>After the above activity, students will be placed into random groups using QuizletLive Students will share one of their amendment analyses We will play 1-2 round of QuizletLive- teams may stay the same or be shuffled between rounds depending on how even they are. Winning teams will be offered extra credit for the next test.</p> <p>After each round, we will go through the answers as a class. The stats will show which terms students know, learned, and need to keep working on.</p>
<p>10</p>	<p>Review (wrap up and transition to next activity): Exit slip: Which amendment do you think is most important to you, and why? (explain in 2-3 complete sentences)</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. At the beginning of the lesson, the pre-test is a formative assessment to determine what students already know.</p> <p>Consideration for Back-up Plan: If students cannot responsibly work in groups, they will share their work with a partner who is seated near them, and the class will do the individual version of quizletLive</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the class period the post-test will serve as a check-in and exit ticket to wrap up the lesson Students will use what they learned from their analysis and what they learned from the analyses of their peers to evaluate which amendment they think is most important. Their explanation is more important than the answer itself.</p> <p>If applicable- overall unit, chapter, concept, etc.: Mr. Stewart will test on the amendments with the rest of chapter 3.</p>
<p>Reflection: This lesson made students think about amendments they did not know. Overall, I think it went very well. I felt confident in the classroom and students seemed comfortable asking me questions. I began class by going around the room with a silly question about breakfast foods and even though they were high school seniors, they did not seem to mind helping me learn their names. The students were engaged in the lesson for the most part, although I had to redirect a couple students during the independent work time. The “most perfect album” resource was easier for students to understand than just getting information from random websites or even from the notes, so I really liked using it. The students seemed to enjoy the quizlet live and got very competitive which was fun!</p> <p>If I taught this lesson again, I would make sure that students wrote a little bit more on each of the questions, and clarified that they need to write things in their own words. I would also need to come up with something for students to work on if they finish the activity early.</p>	