

SMU  
Lesson Plan Framework

Name: Julie Fontenot Date Turned In: March 8 Date Taught: Feb 28

Subject/Grade: 4<sup>th</sup> Social Studies Time Limit: 60

Unit/Lesson Life on a Spanish Mission

Topic/Essential

Question(s): \_\_\_\_\_

**STATE STANDARDS**

*Reference TEKS # and TEKS being used. Highlight the part of the TEK(s) you will use for THIS lesson. Choose one or more concepts/content that could be appropriately taught in ONE lesson. Also include CCRS and ELPS (same format)*

4(b)(2)(C). Student is expected to explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón.

**STUDENT LEARNING OBJECTIVES**

**Objectives**

*The state standards you have chosen are the big understandings you want to teach in this lesson. The objectives are more specific and should describe observable behaviors/performance related to your essential question(s) and TEKS. Your objectives identify what your students will do to show their knowledge, understanding, skills and attitudes. They should clearly align with the standards and will serve as a guide for how you will assess and teach your students. Use SWBAT format. Each objective should include an observable behavior (condition) and a criterion/measurement.*

SWBAT draw and label a picture of a Spanish Mission with 100% accuracy.

SWBAT create a daily schedule of activities for life in a Spanish mission with 100% accuracy

SWBAT write a journal entry from the point of view of a Native American or Spanish person living in a Spanish Mission in Texas with 100% accuracy.

**ASSESSMENT**

*Based on THIS lesson only, How you will assess your students? What do you want to them to know/be able to do for this particular lesson? Include ongoing/informal assessment you will use throughout the lesson as well as formal/summative assessments.*

Think about ways you may modify your assessments (both informal and formal) for students with special needs and ELLs.

Student work will include a rough draft which will be checked for spelling, grammar, capitulation, content, organization, and proper use of vocabulary words.

Once approved, students can “publish” their final draft onto parchment or manila paper.

A rubric has been provided to students so they can see how points are assessed.

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**MATERIALS**

*List all the materials you will need for the lesson and include when possible. This will include websites you need to have, overhead, etc.*

**Whiteboard and markers**  
**Journals**  
**Pencil**  
**Crayons**  
**Parchment or manila paper**

**PROCEDURES**

This is your step-by-step plan for the entire lesson. It should be written in enough detail so you could post it on the internet for other teachers to use.

Provide a time estimate as well as either a script or bulleted items of things you will say/do.

**A. Introduction/Motivation** (Set Induction/Anticipatory set)

Advanced Organizer: We are going to finish with Spanish Missions and continue work on our big week long project.

- We're going to get in our groups and continue work on the Blueprints. If you have finished your blueprint, you can work on the daily schedule.

Activating Background Knowledge: Remember that we learned about Spanish missions?

**B. Lesson Activities, Sequence, and Procedures:**

*(TIME) This is a step-by-step guide for how you will teach your lesson. It should be written in the order in which you will teach it and be written in a way that is easy to read and follow. If you are going to have a discussion, list discussion prompts and possible follow-up questions. If you are asking questions, include the questions. If you are giving a lecture, provide a script or bulleted list of what you will say. (Keep in mind that you will need to include instructions, handouts, etc.)*

Class discussion about Spanish Missions: What is a mission, why was it built, what do you think life was like. How was the video different? Do you think native American had all kinds of different experiences? Some might have felt like it was too much work or felt like slaves, but some might have felt more like they were learning something valuable from the Spanish.

Questions can be first discussed in a turn and talk and table talk, then students asked to share.

**C. Review/Closure**

*(TIME) What you do/say to summarize/wrap up lesson. How you will tie it into the next lesson? How is what students learned today relevant in a broader reading/writing context?*

What do you think about Spanish missions? Does anyone have any thoughts on what life might have been like? Was there anything you thought seemed cool? Ok great. Let's clean up and get everything ready for the end of the day.

**CONTINGENCY PLAN**

*What you will do if the lesson is runs long? Students can complete their final draft at home. Also*

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discussion time can be shortened and closure time can be shortened..

*What you will do if the lesson is runs short?* Students can illustrate their final journal entries, and can share them with the class.

**DIFFERENTIATION/MODIFICATIONS/ACCOMMODATIONS**

*Think about whether you will include visuals, group students to facilitate learning, reword or repeat information, accept less than precise answers to questions, alter guided and independent practice assignments for some students, etc.*

*What you will do for students with special needs?*

*What will you do for students who are English language learners?* This should be accessible to ELL students because the worksheet is visual and picture based rather than language based. I can check for understanding of the instructions and the vocabulary used, i.e. pattern, repeat, order, connection, rule, predict, etc.

*How will you meet the needs of students at varied instructional levels?*

Lower level students can receive more guided practice. The teacher can review their rough draft with them and explain edits and have them revise it again.

Higher level students can be asked more complex and thoughtful questions. Like do you think it was fair for the Native American's to work on the missions. Do you think they benefited from it?