

SOLAR LESSON PLAN FORMAT

Age Level: 4th Grade

Subject(s) Area: Reading Informational Text

Materials Needed: Paper strips of events from *The Corps of Discovery*, *The Corps of Discovery* books

Standards:

- **Code and description:** 4. RI. 5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Objectives:

- **What will the students know or be able to do?** The students will be able to **outline** a grade level text (*The Corps of Discovery*) by **organizing** the main events of the story into chronological order using event strips with 70% accuracy.
- **Cognitive Level of Lesson (Bloom's Taxonomy):** Understanding/Applying

Learning Activities:

- **Technology:** iPads/iPods to take pictures of the chronological event strips. Depending on number of devices, some groups may have to share.
- **Required Vocabulary:**
 - Chronological Order – when one event happens after another in an arrangement of time.
 - Previously Learned: corps, frontier, harsh, territory, torrent
- **Reflective Questions: (Questions asked to help students process or reflect upon content)** Why is it important to know the order of events in a story?
- **Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)**
 - (3 minutes) Today we will be learning about how to describe a text by looking at the chronological order of main events within the story. Give definition of chronological order & example of getting ready to go to school (wake up, get dressed, brush teeth and hair, eat breakfast, drive to school/get on the bus, bell rings and we come to class, class begins, etc.)
- **Instructional Methods:**
 - (2 minutes) Class, since you have already read the story, you do not need to read the story again or take notes. However, it might help you to look back through the story to refresh your memory. Pay attention to the main events of the story and when they occur. One partner from each group can come up and grab a baggie of the event strips (already prepared – see attached document) from the *Corps of Discovery*. Hold up a baggie and recap what they all need (baggie, *The Corps of Discovery* books, a partner, and a place to work).
 - (15 minutes) You and your partner will put the event strips into chronological order of when they occur in *The Corps of Discovery*. After you think you have them in order, you may take a picture of your strips with the iPad. We will go over the correct sequence at the end as a class. If you do not get them all right, fix your group's strips and take another picture (do not delete the first one) and upload both into Google Classroom. As the students are putting the events in order, walk around to each group to observe and discuss the activity as well as answer any questions.

- **Wrap-Up: have the students gather around with their partner and their group's iPad.**
 - Give students a warning when there are only 2 minutes left for the students to finish their event strips before coming back together as a group.
 - Once back in the large group, go through the correct chronological order of events and have the students follow along by raising hands if they got the right answer and explaining how they might have gotten a different answer.
- **Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.**
 - We have read through the story as a group, discussed the importance of the story, done a character review on the characters, and now taken a closer look at the order of events in the story.
 - Today we discussed the importance of chronological events with examples included, then looked at the chronological events of a familiar text, then came back together as a class to discuss the correct order of events.
- **Independent Concrete Practice/Application: practice of skills in practical ways:**
 - The students work with partners to put the event strips into chronological order.
- **Differentiation:**
 - To make it easier, the event strips could be modified to contain fewer words, or to just have fewer event strips all together.

Assessment:

- **Formative:**
 - **Informal:** Students will be putting the event strips in chronological order with a partner.
 - **Formal:** Students will take a picture of their event strips when finished putting them in order and upload it to their Google Classroom account.
- **Individual Measurability:** I did not include an individual assessment, however I could have had the students write down a three-step event in chronological order to show that they are able to understand what events must happen first in order to have other events occur (such as how to get dressed in the morning, the meals of the day, etc.). (formal)
- **Summative:** At the end of the Lewis and Clark unit, the students will be creating a script about certain parts of the expedition in which they must explain the events that occurred from beginning of their logs, to the middle, to then end.

Reflection:

CHRONOLOGICAL EVENT STRIPS

Thomas Jefferson doubled the size of the country by purchasing the Louisiana Territory.

President Jefferson asked his old friend, Meriwether Lewis, to find out if there was an all-water route between the central United States and the Pacific Ocean. Lewis agrees, and suggests William Clark to accompany him on the expedition.

Lewis and Clark hired thirty men to join their group. They set out from St. Louis on the Missouri River on May 14, 1804.

While camping among the Mandan Tribe, Lewis and Clark met a French-Canadian trader and his wife, Sacajawea. They wanted to come along on the expedition and act as interpreters.

Lewis and Clark came to a fork in the river. Sacajawea knew they would have to cross the Great Falls before they can cross the Rocky Mountains. The group split up to see which fork they should take.

The group had to carry their boats over the steep cliffs in order to get around the Great Falls.

Sacajawea told the men they will need horses to cross the Rocky Mountains. Luckily, they found Sacajawea's old tribe, the Shoshone.

Sacajawea meets with the Chief Cameahwaite of the Shoshone tribe and asks to trade with him for horses so they can cross the Rocky Mountains. She also recognizes that Chief Cameahwaite is her brother! The Chief agrees to trade with the Corps of Discovery for horses.

It took the group 3 weeks to cross the Rockies. They ran low on food and dealt with harsh terrain and weather.

The Corps of Discovery traveled three rivers. The last one brought them to the Pacific Ocean. The men's journals tell of reaching their goal. "Ocean in view! Oh, the joy! At last. The Pacific Ocean."