

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

**Lesson Title: States Presentation**

**Standard: G5.5.3**

**Grade Level: 4th grade**

- Lesson Materials:**
- 1. Encyclopedias, Internet, and other reference materials.**
  - 2. Computers with presentation software**

**Lesson Duration: Six 30 min. class periods. (four for making the presentation and two for the actual presenting)**

Dimension	Description
Learning Goals	The learner will... <ol style="list-style-type: none"><li>1. Use research skills to find information about a state.</li><li>2. Make a presentation using Google Slides, PowerPoint, or Keynote (minimum ten slides)</li><li>3. Cite references accurately.</li><li>4. Present the finished product to the class.</li></ol>
Criteria for Success  For the student:          For the teacher:	I can... <ol style="list-style-type: none"><li>1. Use research skills to find information about a state.</li><li>2. Make a presentation using Google Slides, PowerPoint, or Keynote.</li><li>3. Cite references accurately.</li><li>4. Present the finished product to the class.</li></ol> What the teacher will look for as evidence of success: <ol style="list-style-type: none"><li>1. You have accurate information.</li><li>2. Your presentation is attractive.</li><li>3. You have your references cited accurately.</li><li>4. Your presentation to the class is informative.</li></ol>
Tasks and Activities that Elicit Evidence of Learning	<ol style="list-style-type: none"><li>1. Title slide with the name of the state and the student's name.</li><li>2. Map of the state with the capital labeled.</li><li>3. Picture of the state bird</li><li>4. Picture of the state tree</li><li>5. Picture of the state flag</li><li>6. State nickname</li></ol>

	<ol style="list-style-type: none"> <li>7. Video or audio recording of the state song</li> <li>8. Reference slide with references cited</li> </ol>
Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	<p>Questioning Strategies:</p> <ol style="list-style-type: none"> <li>1. What are some reference materials you could use for finding this information?</li> <li>2. If you only search for “_____ state bird”, do you get images of the actual bird for that state or do you get images of many different birds?</li> <li>3. Is there a different way to search and get a more correct answer?</li> <li>4. Does a picture of the capitol building tell you where the capital city is on the map of the state?</li> </ol> <p><b>Key Misconceptions:</b></p> <ol style="list-style-type: none"> <li>1. Students misunderstand the difference between a state and a country.</li> <li>2. Students misunderstand the difference between capital and capitol building.</li> </ol>
Extending Thinking During Discourse	<ol style="list-style-type: none"> <li>1. Are there other pieces of information about your state that you could include?</li> <li>2. Does it help to actually hear the song as opposed to just seeing the name of the song?</li> <li>3. Does your final presentation look attractive? What can you do to help make it look better?</li> </ol>
Descriptive Feedback	
Peer Feedback	Peers can see the presentation and offer positive and/or constructive comments if you deem appropriate.
Self-Assessment	Ask the student how they thought their presentation went... Discuss things that would make it better...
Collaborative Culture of Learning	Since the fourth grade studies states in Social Studies, this activity can easily be coordinated with the classroom teacher if needed or be a separate activity.
Use of Evidence to Inform Instruction	Students will understand more about the states and their similarities and differences. Students will continue to use the presentation software in other activities.

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: