Name of Lesson: U.S. Government ~Day 7

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| Grade Level: 5th Grade | Subject: Social Studies | Prepared By: Teju Shearer |

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| Learning Event | Instructor Guide | Instructional Activities | Instructional Materials |
| **Social Studies**  **Gaining Attention**  **Goal**  **Recall**  **Guided Learning**  **Practice**  **Feedback** | **Show** students the materials available to them. **Instruct** them to use their time and the materials wisely  **Tell** students the goal today is to complete the lap book that they designed.  **Remind** them that they can use all of the notes that we have taken so far in the unit and can refer to their books if need be.  **Review** the Lap Book Rubric (7B) with students to ensure they meet the requirements.  **Allow** the students the class period to work.  **Walk around** and monitor as students are working to ensure that students stay on-task. | Students should be working on their lap books | A variety of cardstock, construction paper, file folders, scissors, and glue.  Lap Book Rubric (7B) |
| **Computers** | **Instruct** students that they have the entire class period to work on their keynote presentation.  **Review** the keynote rubric with students to ensure that they meet the requirements | Students work on their keynote presentations | Computer Lab  Keynote Rubric (7C) |
| **Science**  **Gaining Attention**  **Goal**  **Recall**  **Guided Learning**  **Practice**  **Feedback** | **Show** a picture of the Statue of Liberty. **Ask** students for guesses as to why the Statue of Liberty is green. **Write** guesses on the board.  **Tell** students that today we are going to discover why the Statue of Liberty is green  **Have students discuss** with their neighbor the differences between chemical and physical changes.  **Group** students into groups of 5  **Tell** students that the Statue of Liberty is made of steel covered in a think layer of copper. Similar to the pennies that they will be working with. **Pass out** Penny experiment worksheet (7A), 5 pennies, paper towel, and set of cups to each group.  **Tell** students that they have 20 minutes to experiment with the different cups and pennies. They need to record their findings and come up with a conclusion by the end of the class period. **Note:** They should soak pennies for at least 5-10 minutes for full effect  **Allow** students to experiment with the pennies. **Walk around** and **monitor** students as they experiment  **Debrief** students. Which penny changed the most. Why?  What was happening? Was this a chemical or physical change? | Students share reasons why they think that the Statue of Liberty is green  Students discuss the differences between chemical and physical changes  Students experiment with the different liquids and pennies, record their findings, and fill out their worksheets | Statue of Liberty Picture (7D)  Penny Experiment worksheet (7A)  Whiteboard and whiteboard markers  **Prepare** 7 sets of labeled cups and liquids  Cup 1: Vinegar and salt  Cup 2: Ketchup  Cup 3: Cola  Cup 4: Soap and water  Cup 5: Lemon juice  35 pennies  paper towels |