

Lesson Plan: We Turn Sap to Syrup

Subject Area: Social Studies

Grade Level: 5

1. What do I want my students to learn?

Students will demonstrate through drama, writing, drawing or oral speech presentation “How to Turn Sap into Syrup.”

2. What standards will be met?

Social Studies: relate factors of colonial America that led to the founding of the colonies, emphasizing the reasons for settling in the colonies, economic opportunity, and adventure; and contrasts of the colonial regions.

Reading: draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience. Use text organizers such as type headings and graphics to predict and categorize information in print materials.

3. What is my goal?

When finished with this assignment, students will be able to present accurately how during colonial times, sap was turned into syrup. This will be done through any of the assessment tools listed above in question #1.

4. How will I assess the learning that took place.

The teacher and students will develop a rubric that will work interchangeably with all forms of presentations that have been given as options.

5. How will I know when the desired learning has taken place?

The desired learning will have taken place when students have created and presented their chosen project to the class.

6. How will the lesson be taught?

- instructional approaches/strategies to engage students

Teacher

- a. The teacher will share with the students the colonial story given in the social studies textbook of How we Turn Sap to Syrup.
- b. The teacher will actively share in a discussion of the given story.
- c. The teacher will model brief presentations of each of the given project ideas.

Individual

- a. The student will be involved in making a decision as to what project to choose based on the brief presentation given by the teacher as well as from their personal learning preference.
- b. The student will be involved in creating their presentation using the information available as well as with the assistance of others in their group.

Whole Class

- a. The tasks given show strength in comprehension activities.
- b. The tasks to be completed promote a collaborative learning environment.
- c. The tasks involved recognize the needs of multiple learning styles.
- d. The teacher and students develop and agree on a familiar yet useful assessment.

Team

- a. Students that choose to be on a team will present their project to the class with the assistance of each other.
- b. The presentations will be evaluated by the teacher as well as by discussion from peer development.
- c. Instruction will be given as to how the presentation should begin, show the meaning of the assessment as well as the concluding activities.

7. What material and/or equipment including software will be necessary?

Handheld computers

I-books for I-Movie

Procedures:

1. Students will review the given information in relation to turning sap into syrup.
2. During the above review, notes will be taken into their handheld computers.
3. Students will then hot sync their journals/notes into the main computer.
4. Students will work together as teams or individuals to come up with a presentation/project of "How to turn Sap into Maple Syrup".
5. Students will present their projects to the class. Peers will tape the given presentations.
6. After the presentations have been taped, students will import the movie into the computer.
7. The given presentations/movies will now be implemented into an imovie.
8. Using the journals from the handheld computers, students may import this information from the handheld into their I-movie.
9. The final assessment will be assessed when the I-movie has been properly *implemented and viewed for assessment.*

Questions to Ask:

1. List the process of "How to Turn Sap into Maple Syrup".
2. What benefit to the colonists was this process?
3. How did this process come about?
4. What tools were used to make the maple syrup?

5. Discuss challenges that may have occurred doing this process.