

Current Events Jeopardy

Student Teacher: Emma Tutino		Date: 10/26/2010
Grade Level: 4	Subject: Social Studies	Supervisor: Dr. Warfield
Preliminary Planning		
PA Standards: 1.1 Reading Independently 1.1.4.D Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations. 1.6 Speaking and Listening 1.6.4.A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions. 6.1 Scarcity and Choice 6.1.4.B Explain the role of producers in making goods and providing services. 6.2 Markets and Economic Systems 6.2.4.B Determine how sellers compete with one another.		
Pre-assessment: Students do current event activities each week. Each week students learn about a different country. This week students will learn about Canada.		
Objectives: Students will be able to read their current event with a purpose of highlighting possible questions and answers for the Jeopardy game, use their cooperative learning skills to decide what the answers for questions should be, and develop study skills for finding the most important information in an article.		
Individual Modifications: If the article has a lot of difficult words, there is a vocabulary list at the end of the article. Also, there are pictures of where places are located.		
Materials: <ul style="list-style-type: none"> • 3 current event articles for each student • whiteboard and marker per group • Jeopardy game sheet • Jeopardy PowerPoint • Computer 		
Learning Sequence		
INTO		Time: minutes
1. Students will first be split into groups of five. 2. In their group, students will read the three current events article and discuss them within the group.*		
THROUGH		Time: minutes
3. When finished reading the article, students will play Jeopardy.* 4. Pass out a white board, marker, and Jeopardy game sheet to each group. 5. Go over the instructions that one group will pick the question, but all groups will answer. The teacher will read the question and answers. Then the group will talk and decide what the correct answer is. The group will show their answer on the white board. They must be quick so no other group sees their answer.		

6. Go through all of the questions explaining the answers.	
BEYOND	Time: minutes
7. At the end of Jeopardy, ask students what they learned, did they learn anything new, or what was the most interesting topic they learned about.*	
Post Instructional Planning	
1. What levels of thinking (Bloom) did your lesson incorporate? Students will use knowledge because they need to be able to recall information. Students will need to understand the material they read and be able to describe it in their own words to the group. Students will use evaluation because they need to be able to discuss and decide the best answers as a group.	
2. How did you evaluate your students' performance? I will evaluate the students' performance by looking at how each group answers the questions. I will explain answers and if I see that groups choose a wrong answer, I will explain further why the answer is correct.	
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students? There is a vocabulary list at the end of articles that have difficult words. Also, the PowerPoint will show the question and answers on the board.	
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*). Students will all be involved in reading and playing Jeopardy within their group.	
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson. Visual-Students will be able to see the Jeopardy questions and answers on the board. Auditory- Students will listen to the other group members read and I will read the questions to the class. Kinesthetic- Students will be able to move within their group. Tactile-	
6. Describe the changes you would make if you taught this lesson again.	
Works Cited: Ford, Connie. "Current Event Jeopardy". The Educators Reference Desk. < http://ericir.syr.edu/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Current_Events/CUR0002.html >.	