

Lesson Plan Template

Lesson Segment Focus: Three Branches of Government

Lesson _____ of _____

Course & topic addressed: Functions of Government

Date: February 5, 2019 Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify the three branches of government, their roles, and the people involved.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will not need any prior knowledge to the government. This is a new lesson.
Knowledge of students background (personal, cultural, or community assets)	I will acknowledge that while it is not required to understand the government, some students will enter the classroom with basic knowledge of government. I will take this into consideration while carrying out the lesson, and make sure each student is engaged and reviewing what they may already know.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	C.1.1.3 Discuss the functions of a government D2.Civ.5.K-2
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	I will use bright colors and pictures while taking notes to not only engage students, but to also help them remember things they are writing down.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	executive judicial legislative
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Materials

Materials needed by teacher for this lesson.	white board, marker, lesson plan
Materials needed by students for this lesson.	computer, notebook, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
20	<u>Introduction:</u>	I will have students brainstorm the who they think help run the community and what they do to make it function. For example, they may say police officers work to keep the city safe while firefighters also keep the city safe from fires. After this activity I will explain that our government is similar to the way our community and school function.
40	<u>Instruction:</u>	I will start by having the students take out their notebooks because they will be copying the notes I take on the board. I will start by drawing a tree with three branches, as will they. I will have them title their notes "The Three Branches of Government". We will label each branch the title of each branch of government. Once we have the branches labeled, we will then lists the duties that each branch carry out. We will write the duties along each branch. Following that we will write the people that make up each branch. After finishing our notes, I will check each notebook to ensure everyone has followed along and does not need more time. Then as a class, we will review our notes. I will ask questions that can be answered from simply looking at the notes. After taking notes I will have the students make a circle around the room. I will teach them a motioned dance to remember each branch and their duties. For example, the executive branch carries out laws, so when the time comes, they will act as if they are carrying something. The song will flow in a way that helps each student remember the branches and their function.

25	Closure:	<p>Students will return to their seats and will log onto their computer to an already created template on Inspiration. They will link the duties and officers to the correct branch of government. They will submit their final web to me. I will use this work to determine if they understood the lesson.</p> <div data-bbox="814 418 1900 860" data-label="Diagram"> <pre> graph TD Root[Branches of Government] --> Legislative Root --> Judicial Root --> Executive Legislative --> MakesLaws[Makes Laws] Legislative --> Congress Congress --> Senate Congress --> House[House of Representatives] Judicial --> InterpretsLaws[Interprets Laws] Judicial --> SupremeCourt[Supreme Court] Executive --> EnforcesLaws[Enforces Laws] Executive --> President President --> VicePresident[Vice President] President --> Cabinet </pre> </div>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>I may ask questions throughout the notes and take time accordingly so that all students understand what they are writing as they write it down, versus a review at the end of all notes. I will allow extra time when copying down notes for students who are not able to copy them down as quickly as others.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I may provide an extra worksheet that is not on the computer for students who struggle with technology based assessments. I will provide a back up worksheet if I notice some students are not meeting the lesson expectation.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from:

- <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;>
- <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;>
- [http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;](http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx)
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