

Lesson Plan Template

Lesson Segment Focus: Padlet

Course & topic addressed: Social Studies- Branches of Gov

Date: 4/20/19

Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify and recall the branches over government and their functions.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previously learned about the founding documents and some things to do with government.
Knowledge of students background (personal, cultural, or community assets)	They may have absorbed different amounts of information about politics at home with different messages.

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.1.3.2 Identify responsibilities and powers of government officials in different branches of state government
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students may need a cheat sheet with a diagram and definitions of the terms. They may also need an alternate assignment
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Legislative Executive Judicial
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Materials

Materials needed by teacher for this lesson.	padlet computer projector or smartboard
Materials needed by students for this lesson.	Padlet computer

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

Time	Eng & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Introduction:	I will introduce the lesson by asking the students what they know about the government.
	Instruction:	<p>I will first discuss some basics of the three branches of government. We will go over the basic definitions and who the president is. I will also ask them about judges and their function. I will explain to the students that they will be using their computer to individually learn this lesson using the padlet I have made. They will first be required to watch the schoolhouse rock video. Then they will read the various articles linked.</p> <p>They will also finish the game linked and have to show me that they have finished the game before moving on. Students can take notes as they feel is needed, but it is not required. After completely reading all of the linked articles, then they will fill out and finish the quiz I made using google forms.</p>

	Closure:	I will conclude this lesson by reinforcing how proud I am of them participating in this lesson and asking them to tell me everything they have learned.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could send the padlet ahead of time to students and giving them a cheat sheet. IEP students could work separately with me.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	By trying to have students write, listen, and read.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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.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>;<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;

<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;

<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>