

Lesson Plan Template

Lesson Segment Focus National and State Government Lesson 6 of 6
 Course & topic addressed founding documents, branches of government, and national and state symbols
 Date 4-9-19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will review their knowledge of founding documents. Students will review their knowledge of branches of government. Students will review their knowledge of national and state symbols.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have learned all the material beforehand and are just reviewing and renewing their knowledge.
Knowledge of students background (personal, cultural, or community assets)	Many of these students have had experience with the national symbols and founding documents before this day. Some of my students are not from Arkansas and do not have as much experience with Arkansas symbols as other students.

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.	<p>C.1.3.1 Discuss the origins of the United States <i>founding documents</i> (e.g., U.S. Constitution, Bill of Rights) D2.Civ.3.3-5</p> <p>C.1.3.2 Identify responsibilities and powers of government officials in different branches of state government D2.Civ.1.3-5</p> <p>C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos D1.3.3-5</p>
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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>	<p>Students will have access to whiteboard jeopardy game, writing center, match the symbol center, paint center, create the government center.</p> <p>To provide varying support, I will be walking around assisting all students and reinstructing students that are struggling in certain areas.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Legislative, Executive, Judicial, Grievances, Bald Eagle, Symbol, Founding documents
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Materials

Materials needed by teacher for this lesson.	Whiteboard, Jeopardy game, paints, paper, tree outline, match symbol game
Materials needed by students for this lesson.	Students will need pencils and colors.

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.
10 minutes	<u>Introduction:</u>	As a review day from all the information that we have covered in the past two weeks, I will instruct students what to do at each of the centers. We will go back over the class rules for centers and the order in which we go. I will tell the students that while they are all going through the center, I will be pulling them to the circle table to review in a small group with them. I will explain to all students that while they are going through the different centers, they will be reviewing for Friday’s test over the unit.
45 minutes	<u>Instruction:</u>	I will group the students in threes and allow them to go to their designated center. Students will spend 10 minutes at each center. I will pull my first group of students to the table and begin to quiz them. The quiz will take only about 7 minutes of the time. For the last little bit of the time at the center, I will walk around talking to the students to see what I can help them improve on. I will alert the students when to change to new center, and we will repeat this process until everyone has been to every center.

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.
5 minutes	Closure:	I will tell everyone to clean up the center they are at and to meet back at their desks. I will ask students to remind me when the test is. I will reiterate when the test is and what it is over.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For intervention, the test that is upcoming for this unit, I will send home a letter with the parent to go over certain materials with the student for the test. I will also for ELL have a list of the terms in English and Spanish to help students translate back and forth.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson allows students to go at their own pace.
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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>;
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