

## Lesson Plan

**Lesson Segment Focus: Lets Learn about the 50 States of America!**

**Lesson: 1 of 2**

**Course & topic addressed :Geography-50 States of America**

**Date: 11/23/2018**

**Grade: 3<sup>rd</sup>**

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the 50 states of America by memorizing each state on the map and their corresponding state capital!
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should have some knowledge of what the meaning behind the 50 States of America are. By no means does that mean they need to know everything about the states though.
Knowledge of students background (personal, cultural, or community assets)	None needed. If a student has a personal story about a state, allow them to express themselves aloud to the class. Their knowledge is always need-to-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.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos D1.3.3-5
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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?	For this lesson plan I intend on allowing my students the time to ask questions and complete many assignments and worksheets. That way they have a complete understanding of what we are going over and also so they have time to come to me with any questions or concerns.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>State Capital, 50 States of America, State Bird, State Gem, Motto of State.</b>
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### Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> <li>• Three worksheets that help naming the states.</li> <li>• Online Song- <a href="https://www.youtube.com/watch?v=lmaNVWPo3M4">https://www.youtube.com/watch?v=lmaNVWPo3M4</a></li> </ul>
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	<ul style="list-style-type: none"> <li>• Padlet Dashboard- <a href="https://padlet.com/alyssa_foster/2nt0qjl9gvlz">https://padlet.com/alyssa_foster/2nt0qjl9gvlz</a></li> <li>• Lesson Notes-Power Point</li> <li>• Jeopardy Game- <a href="https://jeopardylabs.com/play/50-states-trivia">https://jeopardylabs.com/play/50-states-trivia</a></li> </ul>
Materials needed by students for this lesson.	<ul style="list-style-type: none"> <li>• Participation and Undivided Attention!</li> </ul>

### 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	<b><u>Introduction:</u></b>	<p>I would like to start the lesson by having the students try and fill out an empty map of the United States by simply what they know so far. This should take place before you teach anything about this lesson.</p> <p>This activity is a way for the teacher to see what each child already knows and what needs to be addressed.</p>
40 Minutes	<b><u>Instruction:</u></b>	<p>After the assessment, have the students turn those in to you and then begin the lesson. Introduce the lesson with the song that is attached here. It has the states and their names along with what the actual state looks like on the map.</p> <p>Play the song a few times throughout the lesson so the students can continually hear it and hopefully remember it.</p> <p>After the song is over introduce the power point and go through it in an enthusiastic way that will keep the students interested.</p> <p>Then go to the Padlet board that I have created to show the students more fun activities about the 50 States.</p>
10 Minutes	<b><u>Closure:</u></b>	<p>To close the lesson you will split your class up into 4 teams of 6. These teams will compete in a game of jeopardy! (POSTED ABOVE)</p> <p>The team to get the most points receive a prize!(whatever you would like).</p>

### 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 plan on making sure my students have everything they need to do well in this lesson. Students who have been remediated will be partnered up with students who are advanced to help keep them focused and ready to learn. IEP/504 students will be given written instructions and readings to follow along with as well as instructions that are given aloud to the classroom and written on the whiteboard as a reference.</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?	<b>I will ensure that the instructions for students are posted along the whiteboard when they walk in. Students will also be given instructions aloud to keep them focused. I will give typed/written instructions to students as well if needed.</b>
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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>; <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>