

Name Alyssa Foster

Lesson Plan Template

Lesson Segment Focus: **Native Americans**

Lesson 1 of 1

Course & topic addressed: **The Lifestyles of Native Americans**

Date 11/23/2018

Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students should understand what the Native Americans lived in and how they survived.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	There is no prior knowledge or lessons that will help tie in the information for students.
Knowledge of students background (personal, cultural, or community assets)	Some students may have Native American background and as the teacher you should encourage any and all information they want to share with the class as long as it follows the lesson.

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.	H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood) D2.His.1.3-5
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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?	As the teacher, I hope to have the students follow along with the lesson and understand content vocabulary terms throughout the lesson. If students do not understand information given I shall better explain it so they comprehend it.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Teepee, Arrows, Spear, Canoe, Chief, Feather, Warrior, Horses, Buffalo, and Brave.
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Materials

Materials needed by teacher for this lesson.	Brown Construction Paper Scissors Clear Tape Wooden Sticks
Materials needed by students for this lesson.	Markers/Crayons IMAGENATION

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.
5 Min	<u>Introduction:</u>	<ul style="list-style-type: none"> I hope that as the teacher, I can be extremely Enthusiastic and come into the room dressed as the Native American I am trying to teach about. This will gain the students interest and have them longing for more information. As I come in I want to say vocabulary words that we will be learning about.
30 Min	<u>Instruction:</u>	<ul style="list-style-type: none"> After the introduction is over have your students watch your “How To” clip over how to make a Teepee. This will be a great visual aid for them to watch to see how to make their teepees. Demonstrate making the teepee in front of the class as well to show it again, step by step. After the demonstration and the How To clip, allow the students to create THEIR teepee!
10 Min	<u>Closure:</u>	<ul style="list-style-type: none"> After the students create their teepees have them share it in front of the class!

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will ensure that the print for students is large and easy to read. I will make sure that I give instructions aloud as well. Students will make sure that students understand the vocabulary terms by going over them in class and assessing their knowledge with a worksheet or two.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Because I am using different teaching styles in this lesson I will be able to hopefully reach all students. Because I am demonstrating this in a lesson format and through a visual aid students should learn this with ease.
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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>