

Name Allyx Pfeifer

Lesson Plan Template

Learning Segment Focus: Three Branches of Government

Lesson 1 **of** 4 **Topic** Social Studies **Date** 4/12/21 **Grade** 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will become familiarized with the three branches of government, both state and federal, and will be able to apply that knowledge to understanding separation of powers and checks and balances.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This lesson is the beginning to the students background knowledge. The three branches have never been discussed until this lesson and it is completely new.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Learning tasks are appropriate because I will be able to see if and where students struggle and can access that situation.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	C.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of powers D2.Civ.1, 4.3-5
---	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Legislative branch, executive branch, judicial branch, congress, senate, house of representatives, president, vice president, cabinet, federal/ state courts, constitution, separation of powers
---	---

Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	Students will have access to graphics for key terms. Students will have their groups as peer academic language support Visuals will be provided as well as physical manipulatives. The vocabulary will be posted on the wall with cognates.
---	--

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Prepared padlet, computer
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Textbooks, pencil, paper, laptops

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes:	<p><u>Introduction:</u></p> <p><u>Introducing Padlet:</u></p>	<p>I will start by welcoming the students into the classroom. Once the students have settled in, I will begin to talk about the branches.</p> <p>I will instruct the students to open their laptops and to open the padlet link on their class google site. I will instruct the students not to do anything on padlet yet.</p>
	<p><u>Instruction:</u></p> <p>Stating the Objective:</p> <p><u>Padlet:</u></p> <p>Step one:</p> <p>Notes:</p> <p>Step two:</p> <p>Step Three:</p> <p>Step Four:</p> <p>Step Five:</p>	<p>I will explain that after the lesson, the students will be able to be familiarized with the three branches of government, both state and federal, and will be able to apply that knowledge to understanding separation of powers and checks and balances. Students will be using padlet to go through each step of the lesson with guidance from the teacher, by the end, students will have viewed everything on the padlet.</p> <p>I will instruct the students through each part of the lesson.</p> <p>First, students will watch the “Three Branches of Gov Introduction Video”.</p> <p>Teacher will be taking notes of students behaviors and progress</p> <p>I will instruct students to move on to step two once they finish the video. Students will be instructed to read article titled “What is Congress?” students will be instructed to make a list of vocabulary words from this page.</p> <p>I will instruct the students to move on to the next fun facts article titled “Fast Facts”.</p> <p>Students will be instructed to move to step 4, which is titled “3BoG Game”.</p> <p>As a class, we will break into three or four groups and play the jeopardy game as our assessment and review for exit ticket.</p>
	<p><u>Closure:</u></p>	<p>In closing, students will be instructed to explore the rest of the padlet and play the games.</p>

		The last five minutes of class, I will pass out an exit ticket for students to turn into me at the end.
--	--	---

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I chose Padlet because I felt this was a great way to have a teacher guided, student oriented lesson. This technology accurately explains the information and allows for students to become familiarized with the three branches of government, both state and federal, and to be able to apply that knowledge to understanding separation of powers and checks and balances.</p>
--	---

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Students will be able to use peers as academic language support. Students will have access to their vocabulary and cognates. Students will have physical copies of articles. ESL students will be put in groups with students who are advanced in English.</p>
--	--

Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Teacher will provide contextualized material to all students to need it, or appear to be struggling throughout the lesson. Teacher will also highlight/ color-code various articles.</p>
---	---

Assessments: Formative and/or Summative

<p>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).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Teacher note taking as each step goes by
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Jeopardy review game
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit ticket

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	
--	--

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>
---	---------------------------------------

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>