Name: _____Ashlee Hill_____

Lesson Plan

Learning Segment Focus: <u>Characteristics of Different Cultures</u> **Lesson:** _1_ of ___1___

Course & topic addressed: ___Social Studies_____ **Date:** ____3/7/2020____ **Grade:** ___1____

Student Outcomes

Specific learning **objectives** for this lesson.	Students will gain an understanding of different cultures and will be able to discuss how they create diversity after using QR code clues from Qrafter to match to the different culture stations in the classroom.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have previously read about different cultures in their textbooks and discussed cultural characteristics among their friends and families in Kindergarten.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students live in an area where there are many different cultures prevalent, some of which may not be common to students.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	G.9.1.2 Discuss how cultural characteristics create diversity in a community, place, or region.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**-**Culture -Characteristics -Country -Diversity -Community

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)?**	I plan to help students gain an understanding by using QR codes with information as clues about different cultures to guide students to culture stations with more information about different cultures. Academic Language Supports like group work and vocabulary lists will assist students in their understanding of the content. Group discussion of clues will address discourse while vocabulary sheets will address vocabulary and syntax.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	-Set up culture stations -Set up QR codes -Culture information handouts and worksheets at stations -iPad to demonstrate QR reader use -Computer -Smartboard/SmartTV -Textbook -Vocabulary handouts
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	-iPads -Pencils -Textbook

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)
20 minutes	**Introduction**: - Briefly discuss textbook chapter on characteristics of cultures - Pull up activity guidelines on computer - Demonstrate use of QR Reader on iPad - Pass out vocabulary handouts	I will begin by briefly overviewing the textbook chapter regarding characteristics of cultures and having students follow along. I will then discuss the activity guidelines with students and demonstrate how to use Qrafter on the iPads. Students will then practice on a sample QR code on the Smartboard and will receive their vocabulary handouts to review with assigned groups.
30 minutes	**Instruction:** - Students will use 10 minutes to read textbook and discuss - Students will then begin the activity and scan QR codes around the room - Students will fill out cultural characteristics handouts and turn in	Students will take 10 minutes to read their textbook chapter section and discuss characteristics within their groups to prepare them for the activity. I will walk around to facilitate discussion and answer questions. Students will then begin to go around the room following QR codes to different areas containing information about different cultures. Once they have matched the QR codes with cultures, students will find characteristic and

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)
		information handouts at the culture stations. They will complete these in groups and turn them in.
10 minutes	**Closure:** - Review characteristics of different cultures	We will review characteristics of different cultures and have brief discussion in groups and as a class before ending the lesson.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	I would place students who struggle with students who could help them with the activity and would provide highlighted vocabulary terms worded slightly different to those who may need it. I would also partner up students who would work best with a smaller number of people.

Differentiation

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.)	I would ensure that all needs are met by ensuring that my instructions are available for everyone to see and concise. I would also use class and group discussion to clear up any confusion about the lesson and identify problem areas that some students may be struggling with.

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).	☐ Formative /☐ Summative	Students will turn in a completed group handout about the characteristics of different cultures.
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or**	Constructivism essentially states that students connect previous

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.**	experiences to new information in order to learn. We see this in this lesson in how students connect their former learning of cultural characteristics among their friends and families in Kindergarten to cultural characteristics among different groups of people while completing the activity.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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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