

## Lesson Plan: National Symbols and Songs

**Lesson Segment Focus:** Recognizing Symbols and Songs

**Lesson:** 1 of 2

**Course & topic addressed:** Social Studies, National Symbols and Songs

**Date:** November 13, 2019

**Grade:** First

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe state symbols. Students will be able to describe national symbols. Students will be able to describe patriotic songs.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will build upon their prior knowledge of what a symbol is and the purpose of having them. Students will also already understand the difference between the state and the nation.
Knowledge of students background (personal, cultural, or community assets)	Students may have lived in other states and/or countries and will be able to connect and elaborate upon their knowledge of our state and national symbols with that of their previous experiences.

### 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.2.1.1 Describe state and national symbols and patriotic songs.
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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?	I will provide my students with discussion questions that can help them when they are collaborating with their peers and reading the eBook.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Symbol, state, nation, Washington D.C, Uncle Sam, bald eagle, Statue of Liberty, Declaration of Independence, seal, Constitution, American flag, Pledge of Allegiance, Liberty Bell, Star Spangled Banner
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## Materials

Materials needed by teacher for this lesson.	Printed copies of the National Symbols eBook for all students, poster materials (colors, large paper, writing utensils)
Materials needed by students for this lesson.	Copy of National Symbols eBook

## 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 minutes	<b><u>Introduction:</u></b>	I will begin the lesson by having my students explain to me via question and answer what a symbol is, what it means, and why they are important. They will also give me a few examples of symbols from their everyday life.
40 minutes	<b><u>Instruction:</u></b>	I will arrange my students into groups based on individual abilities. Each student will have a copy of the National Symbols eBook that I have created. The students will work together to read the book and discuss what they have learned and what they have already learned. Each group will be assigned to choose a symbol that has not been listed in the book and create a poster for the symbol. The poster will contain information such as when it was created, what it symbolizes, etc. I will put all of these posters together and create our classroom book of national symbols.
5 minutes	<b><u>Closure:</u></b>	I will bring the class back together, but the students will remain in their groups. I will have each group show their poster to the class and explain the symbol that they chose and their reasoning behind what they included on the poster.

## Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504?	Remediation: I will provide video examples that show the symbols in real life.  Intervention: I will provide extra time for my students to create their posters and ask questions.  IEP: I will be intentional about what group I place the student in so that they can understand better.
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LEP/ESL?	ESL: Work with the district's foreign language teacher to create a version of the book in their first language.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure that all of my students needs are met, I will create large text on the eBook so that it is clearly visible if any of my students have vision problems.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Asking questions at the beginning of the lesson
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Walking around each group to check for understanding
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Assessment of the products in the group work

**Research/Theory**

Identify theories or research that supports the approach you used.	Lev Vygotsky's theory of social learning
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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/hams/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&q=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>