

Lesson Plan Template

Lesson Segment Focus: The American and State Flag

Lesson 1 **of** 2

Course & topic addressed: Social Studies/ Flag Etiquette

Date: 11/25/18

Grade: Third

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to understand how to properly respect the flags, and how to take care of them.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This connects with lessons on the pledge of allegiance and other important parts of history that the flags represent.
Knowledge of students background (personal, cultural, or community assets)	Some students might not be familiar with the flags while others might have flags in their yard that they know how to properly take care of.

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.2.3.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.3-5
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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?	I have a PowerPoint that explains history and important vocabulary. There are worksheets that will help students to understand the pledge.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	American Flag, Arkansas Flag, Etiquette, Pledge of Allegiance, salute
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Materials

Materials needed by teacher for this lesson.	Projector, worksheets
Materials needed by students for this lesson.	Pencil

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>	I will ask students who has seen an American or Arkansas Flag before. Then we will look at pictures of them on the projector.
20 Min	<u>Instruction:</u>	<p>We will start by talking about the history of the Arkansas flag and what that means.</p> <p>We will look at a PowerPoint that talks about the definitions we need to know and all of the history of the American Flag.</p> <p>We will then say the pledge of allegiance and the students will do a worksheet with that.</p> <p>We will then talk about the correct procedure for disposing a flag and then the proper places you can place a flag. I will have print outs of these instructions for students to keep with them.</p> <p>We will then look at how to fold a flag and then we will do this as a class.</p>
15 Min	<u>Closure:</u>	We will make a giant flag as a class. I will have students get a popsicle stick and paint it either red or white and list a fact about the American Flag. Then they will grab 4 white stars that I have cut out and list a place that you can hang a flag. After students are done they will glue them on the giant poster and we will hang the flag in our classroom.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I might need to help some students on worksheets. I might need to go over things like the Pledge of allegiance more than once for some students. I will also need to help students during the craft to recall some of the information they learned in the lesson.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I could have students make their own flag to take home. I could also show videos of people folding the flag instead of having my students to that. I could also have more sheets for students to take home.</p>
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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 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

<p>Identify theories or research that supports the approach you used.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>