

Lesson Plan Template (edTPA)

Teacher Candidate: Bethany Niswonger
Subject Area: Social Studies
Central Focus: Citizenship
of students: 20 **Class period:** N/A **Time:** 10:30
Date: 10/28/2020 **Grade level:** KINDERGARTEN

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.2.K.1: Recognize state and national symbols and patriotic songs D.1.3.K-2 C.2.K.2: Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.K-2 SL.K.2: With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.
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Student Objectives for Outcomes

Specific learning objectives for this lesson.	Students will gain an understanding of The National Anthem, why we stand when it is performed, where the song originated, its history, and how it represents our country.
Describe the connection to previous lessons.	Students are familiar with The National Anthem.
Knowledge of students' background (personal, cultural, linguistic, or community assets)	Students are members of a community within the United States.

Materials

Materials needed by teacher for this lesson . (such as books, writing materials, computers, models, colored paper, etc.)	A copy of the book Can You Sing "The Star-Spangled Banner"? by Martha E. H. Rustad. A sound clip of The Star-Spangled Banner https://www.youtube.com/watch?v=PWMY7Rpk5Bo
Materials needed by students for this lesson . (computers, journals, textbook, etc.)	No materials needed.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content? Include at least one language function and at least one discourse/syntax.	Author Dawn Twilight Proudly Hailed Gleaming	Broad Perilous Ramparts Gallantly Streaming
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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	
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learning? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	
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Lesson Timeline with Instructional Strategies & Learning Tasks (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.
2 Minutes	Introduction: <ul style="list-style-type: none"> Gather students to carpet. Allow them to observe the book Can You Sing "The Star-Spangled Banner"? 	I will be sitting in my chair at the front of the carpet, allowing students to observe the book in my hands. Students will notice the book and take their assigned seats on the carpet area.
30 Minutes	Instruction: <ul style="list-style-type: none"> Students are prompted with various questions. Students listen to the story. Students are prompted with various questions. Students engage in listening to The Star-Spangled Banner. Students demonstrate proper etiquette. 	The students will begin the lesson by being presented with the cover of the book. I will ask them various questions about the text, providing them with authors name. I will also inquire what they think this text is about. I will ask if any of them are familiar with The Star-Spangled Banner. I will read them the story, identifying key vocabulary words and relate them to words the students are familiar with. I will prompt the students with various reading comprehension questions. I will play them the song and allow them to watch the video. I will model for them and have them demonstrate proper etiquette for the presentation of the National Anthem.
3 Minutes	Closure: <ul style="list-style-type: none"> Students reflect on how the song relates to citizenship of the United States. 	I will close the lesson with reflection questions for the students, such as Why is it important for us to respect the American Flag? What does it mean when we stand up for the National Anthem? Why is the National Anthem important to the United States? Etc.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? Gifted Students?	.
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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?	
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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	I will observe students understanding of the lesson content by using the reflection questions at the close of the lesson.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will gauge their understanding by how they demonstrate proper etiquette when the National Anthem is performed.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used (as well as experts in the field or national organization positions)	
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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 activity students will be using as part of your lesson

Sources: https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx ; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx
