Name: Blayre Rice_

Lesson Plan

Learning Segment Focus: Human, Natural, and Capital Resources
Lesson _____1_____of_____1_____
Course & topic addressed: Social Studies and Exchange and Markets   Date: 9/18/20 Grade: 1st___

Student Outcomes

Specific learning **objectives** for this lesson.	Students will learn and understand what the differences between Human, Natural, and Capital Resources are.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Learning tasks are appropriate because they have learned about labor and the different types of resources. This activity is simply them learning the differences between each resource.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Learning tasks are appropriate because students should know and understand the different types of resources. They should also know where their resources come from and what type of resource a specific object or person is.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**Social studies Content Standard 5: Exchange and Markets. E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Human resources** **Natural resources** **Capital resources**

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)?**	Learn and understand are going to be utilized in this lesson because the students will hopefully learn the content and understand what the differences are between the resources. I will use written and oral communication to demonstrate and show the differences and explain what each resource is and does. These support the Academic Language Demands because I will use vocabulary, syntax, and discourse.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer or whiteboard, markers, pictures.
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Piece of paper and pencil.

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)
30 minutes	**Introduction**: This activity will help the students learn and understand the differences between the three types of resources.	
	Instruction: • **First the teacher will need to explain what each resource is and does.** • **Then make a list of several resources and have the students match them to what resource it is.** • **Have the students write what you write.** • **To add in a fun spark you could give each student a card with a resource on it and ask them to act it out like charades.**	I will be going over each resource and telling the students about the differences in each one and ways to differentiate between all three. I will then make a list or give them cards so they can tell me if something is a resource, and if so what kind of resource. If I give them cards the students will act out their card and the other students will try to guess what it is. If they guess and guess correctly then they have to say what type of resource it is.
	Closure: Make sure the students understand by giving them a worksheet or asking them questions.	I will ask the students about the lesson and go back over everything. I will then give them a worksheet to evaluate if they understand.

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.)	.

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 will use different types of teaching for each different type of learner.**

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	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

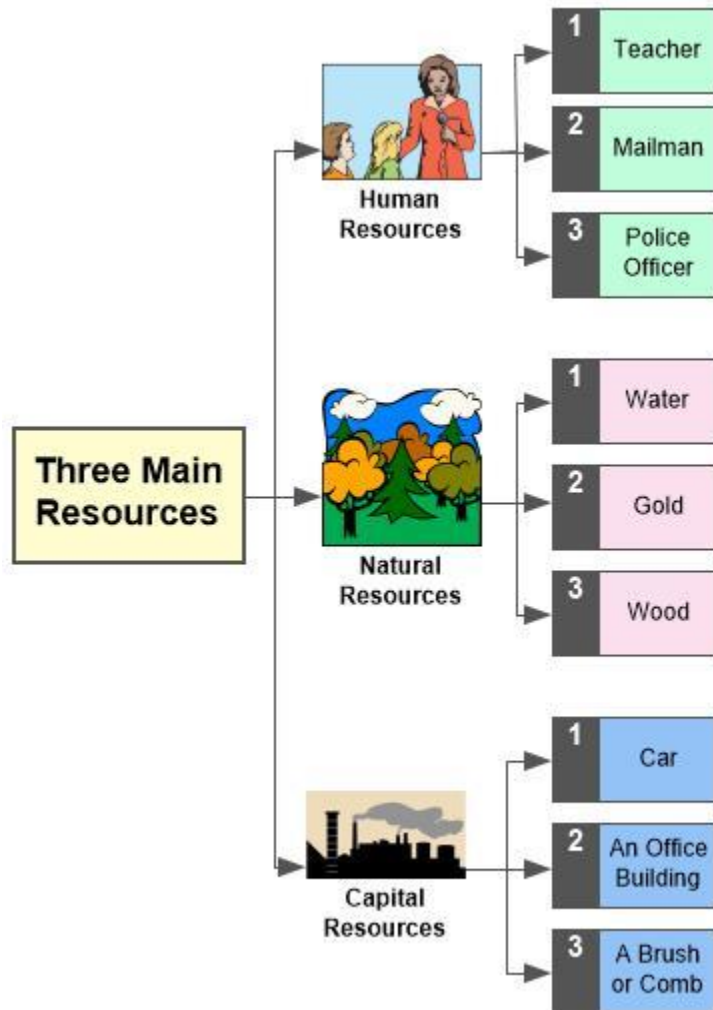| type of assessment & what is assessed).		

Research/Theory

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.**	

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;

Updated 12-17-19 NLC

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;
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