

## Lesson Plan Template

**Lesson Segment Focus** Flags      **Lesson 1 of 1**

**Course & topic addressed** Social Studies: United States Flag, Arkansas State Flag and recitation of the Pledge of Allegiance **Date**  
11/26/2018 **Grade** K

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the United States and Arkansas flags, procedures for the Pledge of Allegiance and recite it.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	No previous lessons on Flags.
Knowledge of students background (personal, cultural, or community assets)	It would be good for teacher to know student background before teaching this lesson, especially if students are originally from another country.

### 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.	<b>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</b>
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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?	Supports such as actual American and Arkansas state flags posted in the classroom and videos of the Pledge of Allegiance would come in handy for this lesson. Other support can come from classroom activities and the Flag Etiquette sign with simple rules for students to follow while reciting the pledge will be displayed in the classroom.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>State, Flag, Pledge of Allegiance</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Padlet Wall, smart board, and print outs for any classroom activities posted in Padlet.
Materials needed by students for <b>this lesson.</b>	Pencil, scissors, colors, access to videos provided by the teacher.

## 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>	<p>Teacher should let the students know that the next lesson involves flags, specifically the American and Arkansas state flags. The teacher will ask questions to get students engaged such as, “Who can tell me which flag this is?” “Does anyone know what the Arkansas Flag looks like?”</p> <p>To introduce the American Flag and the Pledge of Allegiance, the teacher will play the you tube video posted on Padlet of the students reciting the Pledge of Allegiance.</p>
2 Hours (This will be split into 2 days)	<b><u>Instruction:</u></b>	<p>Day 1:</p> <p>After the introduction video of the Pledge of Allegiance, the teacher will explain to the class that it is important for all U.S. citizens to learn the Pledge of Allegiance and proper procedures to follow while reciting it. Teacher will also explain that once they learn the pledge well enough themselves, they will start reciting it every morning in class.</p> <p>The teacher will show the class the American Flag PowerPoint, this shows what the flag looks like, what the first American Flag look like, some of the places you can find an American flag displayed and contains the words to the Pledge of Allegiance.</p> <p>Next, the teacher will allow the class to watch the video on the American Flag. The videos describes some of the history of the flag and it’s design.</p> <p>Then the teacher will hand out the Emergent reader flip-books to the class that has the Pledge of Allegiance. Students will follow along, point to each word of the pledge, while the teacher reads it aloud.</p> <p>Day 2:</p> <p>After a quick review of what students learned the day before, students will complete the Pledge of Allegiance activity posted in Padlet (teacher prints copies), using words in a word bank to fill in the blanks in the Pledge of Allegiance, design their own flag, and write about it.</p>

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.
		<p>After that, the teacher will introduce the Arkansas flag to the class, pointing to it in the classroom. The teacher will discuss the state flag facts found on the weblink posted on Padlet about the design of the flag and its history. Then, students will watch the Learn About Arkansas video posted in Padlet.</p> <p>Finally, the teacher will go to the Flag Etiquette poster in the classroom and read aloud each rule while demonstrating them and the students will practice reciting the Pledge of Allegiance for the first time.</p> <p>Students will continue listening to and eventually reading along with the teacher in their Pledge of Allegiance flip books each day until they have learned it and can recite the Pledge without their books.</p>
5 minutes	<b>Closure:</b>	The teacher will play the video of students reciting the Pledge of Allegiance for the class again as a review and ask questions to check for understanding such as, "How many blue stars are on the Arkansas Flag?" "What do the 13 stripes on the American flag represent?" "Should you wear a hat while reciting the Pledge of Allegiance?"

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>For advanced students who already know the pledge, I could have each one of them sit at a table with students who do not yet know it, so that they can help their peers along. I may have those students model reciting the Pledge of Allegiance to the rest of the class. I could also have them find books about the American flag to read to the class. For students who would need modification for learning needs, I may need to spend a little more time review the words to the pledge and go further into the meanings of the words. I may have them only design their own flag rather than designing their own AND writing about it.</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>Some students may need one on one instructions for the activities, some may need to sit closer to the smart-board so they may see and hear the presentations and videos better, some people may need to practice the pledge on their own instead of with the rest of the class in unison. For all of these circumstances, I can adjust the assignment directions for those particular students to help meet their needs.</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'</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**Research/Theory**

Identify theories or research that supports the approach you used.	
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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/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>