

## Lesson Plan

**Learning Segment Focus History Lesson 1 of 1**

**Course & topic addressed Social Studies – Chronology Date Fall 2020 Grade 2<sup>nd</sup>**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will learn about the history of Marked Tree and how it became a town.
Justify how learning tasks are appropriate using examples of <b>students’ prior academic learning</b> .	In Kindergarten and 1 <sup>st</sup> grade, my students have discussed changes over time in a chronological sense. This has taught them many of the words we will use and that things happen in an order.
Justify how learning tasks are appropriate using examples of <b>students’ personal, cultural, linguistic, or community assets</b> .	By the time students reach 2 <sup>nd</sup> grade, they have become aware of the community they live in. Teaching them about the development of the community will not only complete the standard but help them feel involved in their home community as well.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>H.12.2.2 – Create timelines to understand the development of the local community</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	As my students complete the timeline, they will be able to talk among their group and learn the importance of dates and time. They will see that one thing has to happen before another. As an Academic Language Support, I will tell the history of the town in a story form so that they will have heard the words as well as seen them written, before writing them themselves.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Homemade history of Marked Tree booklet, graphic/timeline for each group
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Homemade history of Marked Tree booklet, timeline, journals

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
15 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Read the History of Marked Tree Booklet</li> <li>• Explain timelines and how to create one</li> </ul>	<p>ME I will start by reading the booklet to my students and then we will discuss timelines, how to create one and the vocabulary for the lesson</p> <p>STUDENTS Listen to booklet and instructions for the day</p>
20 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Work within groups to create the timeline for the town</li> <li>• Discuss vocabulary words and how they relate to lesson</li> <li>• Answer discussion questions</li> </ul>	<p>ME I will read the booklet again, but this time students will fill out their timelines as I read. Afterwards, we will discuss the vocabulary. At the end of the lesson, I will ask a few discussion questions and let students volunteer to answer.</p> <p>STUDENTS Fill out timeline template and discuss within group. Students will also have the chance to answer discussion questions in front of the class.</p>
15 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Write in “What We Learned Journals”</li> </ul>	<p>We will write what we learned from the lesson in our journals.</p>

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for: <i>Remediation? Intervention?</i> <i>IEP/504? LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>If I see that students are struggling to create the timeline, I will help their group so that they can understand. If the entire class is struggling, it will become a class project and we will all do it together.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Students will be able to create a timeline based on the color-coded template, so that it is easy to follow. They will also have a copy of the booklet so that they can see the words as I read aloud.</p>
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will be monitoring the groups to make sure that all are understanding and not just a select few.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	I believe social interaction is important for students, especially at a young age. By making a group activity, I think that students will have an easier opportunity to interact with each other and understand the lesson.
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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&qI=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>;  
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