



Lesson Plan Model¹

Lesson Title/#: Branches of Government

Grade Level: 2nd grade

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The central focus of this lesson is learning the branches of the each government and being able to recognize the members of the federal, state, and local governments.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>C.1.2.3 Explain the functions of government using local examples</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson?</p>	<p>The students will have an understanding of each of the three branches of our local state government. They will be able to identify members from the federal, state, and local level of government. Students will be able to understand the roles of each branch of government.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students must have a basic understanding of the national government and the roles of its three branches. They must also have a basic understanding of what the terms federal, state, and local mean. This will allow them to better understand the roles of the each government and how their structures are similar to each other.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Launch time: 5-10 minutes. will give the students a basic review of the national government's structure. I will ask questions to prompt review so that the students will begin to remember past knowledge. I will ask them "who makes the laws?" who makes sure people are following the laws?" "what do you think the president does?" to begin discussion.</p>
<p>Instruction _____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Instruction time: 30 minutes. I will introduce each of the three branches of government. We will review and also discuss how similar it the federal, state, and local government structures are, reviewing the structures they already know. Then, after I have gone over the lesson with the template, I will write each of the three branches of government on the white board. I will have notecards written with members and the three levels of government. Each student will get a turn drawing out one of the notecards and they will have to place their notecard under the correct branch. I will help guide the students if they need it, this will also help me determine whether the students are grasping the concept.</p>

<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Application time 20 mins. After the instruction time we will create a tree on a piece of construction paper and recreate the template. They will be able to keep this template in their notebook for review.</p>
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>Closure: 10-15 minutes. For the closure we will review our government tree and each group of students will present their government they created.</p>
<p>Differentiation/Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p>

<p>prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>At the end of the lesson the teacher will split the children into groups that represent each. I will select the groups by drawing their names out of a hat. Each group will come up with their own "government." After they have created their government they will present them to the class.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students might not put the notecards under the correct branch of government. If this happens, I will ask the class if they all agree on the placement of card. If the class as a whole agrees to move the card, and they don't pick the correct placement I will ask them guided questions to help them remember or I will explain where the card goes and why it should be placed under that branch. If I have more than 13 students, and I don't have enough notecards for each to have their own, I will ask students to pair up or I will pair them up myself.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson</p>	

appropriate for your students?	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>-The teacher will need:</p> <ul style="list-style-type: none"> -a way to project the diagram onto the wall/ board -notecards with members and branches of government written on the back <p>-Students will need</p> <ul style="list-style-type: none"> -construction paper -scissors -glue

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other	

demands in meeting the learning objectives of the lesson?	
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Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes.	<i>Whole class:</i>

<p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

