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## Lesson Plan Template

Lesson Segment Focus Government

Lesson 1 of 1

Course & topic addressed History/Government

Date 10/25/18 Grade 2nd

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe the main roles of government and the documents that founded this country.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to know what a democracy is and the hierarchy of it.
Knowledge of students background (personal, cultural, or community assets)	Some students might not be from the United States originally.

### 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.1.2.1</b> Identify founding documents of the United States (e.g., U.S. Constitution, Bill of Rights) <b>C.1.2.2</b> Describe roles and responsibilities of people in authority in local communities
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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?	Instructional Supports I might use might be definitions of words beside the word. Ask informational questions to check students understanding and decide whether or not it needs to be explained. Students will receive extra help by using grade level reading based on their reading level
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	President Vice President Speaker of the House
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	Supreme Court Government Documents
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Ebook Worksheets History Book Paper Colors
Materials needed by students for <b>this lesson.</b>	Pencil

### 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	<u>Introduction:</u>	I will ask student if they know what a democracy is and if they know who the President or Vice President and then I will move into the eBook and explain the background of it.
40 minutes	<u>Instruction:</u>	<ol style="list-style-type: none"> <li>1. We will read the eBook together as a class to start the lesson</li> <li>2. Students will then break into reading level groups and read a series of three books over the government</li> <li>3. After they finish reading we will come back together as a class</li> <li>4. We will discuss what we have learned about each document</li> <li>5. They will then receive a worksheet where they can write a law or amendment they would want to add and why they would want to add it</li> </ol> <p>I will walk around class as students do their work</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.
5-7 minutes	<b>Closure:</b>	A few students will present their laws and why they chose it and then they will hang them up on the wall.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.  IEP/504: Have students sit close to me or sit close to the front of the room LEP/ESL: Reading level groups
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	We will use visual, language, and kinesthetic ways so all students 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 type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**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>