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Lesson Plan Template

Lesson Segment Focus: State History_____ Lesson _____1_____ of _____1_____

Course & topic addressed _History/State History__ Date__11/11/18__ Grade__2nd__

Student Outcomes

Specific learning objectives for this lesson.	Students will know why the states formed and how
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to know what a state is, how many states there are, and that each state has its own government.
Knowledge of students background (personal, cultural, or community assets)	Some students may not be born in the United States

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.	H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States
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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?	Have a word wall up of all important need to know words and their definitions. Have words sounded out on the wall Have a recording of the information
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	State Government Capitol
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Materials

Materials needed by teacher for this lesson.	<p>Ipads History Book Centers set up State shapes Flag Headphones Clean paper and colored pencils</p>
Materials needed by students for this lesson.	<p>Pencil</p>

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.
3-5 minutes	<u>Introduction:</u>	I will be asking students about if they remember what a state is. Then have them name a few states. I will then ask if they know why the United States of America was formed. This will lead into our activity today.
45 minutes	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. Divide students into 4 centers and have them go to their assigned center 2. Each group will be at the center 10 minutes with a 5 minute clean up and go time. I will be at Center 2 3. Center 1: Students will read the book on why the states formed or listen to it on an audio recording. They will then write a small paragraph over what they learned 4. Center 2: This is where I will be: here students will match the shape of the state to the name and then place it on the big United States Map. After all the states have been placed students and I will talk about Arkansas and how it became a state. 5. Center 3: Students will get the iPads and get on the State the State app. Here students will explore and play games and learn more information about the states. 6. Center 4: In this center students will draw a state and write a little bit about it. They will tell me why they chose this state and one key fact.

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.
10 minutes	Closure:	Students will be brought together on the mat and I will ask them what their favorite part about today was. I'll see if anyone knows why the United States formed. I'll also ask if anyone can tell me when Arkansas became a state.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.ESL: Have students listen to an audio recording and follow along Hearing Impairment: Provide Headphones for students to listen to book louder Visual: Have papers with larger text
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	At each station there is a different type of learning going on. There is a kinesthetic, visual, and auditory station. So that each of my 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	<i>TO BE FILLED IN AFTER TEACHING</i>
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steps?	
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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>