

Lesson Plan Template

Learning Segment Focus: Social Studies

Lesson 1 of 1

Topic: Functions of the Government

Date: 4/26/21

Grade: First Grade

Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Students will learn about the functions of each branch of government. Students will participate in trivia. Students will learn new vocabulary terms. Students will compare and contrast each branch. Students will look at images of the buildings. Students will create a graphic organizer (independently) comparing and contrasting all the branches of government.</p>
<p>Justify how learning tasks are appropriate using examples of students' prior academic learning.</p>	<p>Students will simply only know what they were taught before my class. This is an Introduction lesson that we will build off for the rest of the semester. However, they have used the tool, Canva.</p>
<p>Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.</p>	<p>Children's prior knowledge and background will allow a lot of culture, uniqueness, and question asking to this lesson. This allows students to learn about the country they live in.</p>

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).</p>	<p>C.1.1.3 Discuss the functions of a government D2. Civ.5.K-2</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p>Government Judicial Branch Legislative Branch Executive Branch Congress Checks and Balances</p>
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Academic Language Support

<p>What are the Academic Language Function(s) (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?</p> <p>What planned Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>The vocabulary in this lesson are huge, vital words that a child needs to know and understand. Even though this is simply the Introduction, it will play a vital role in every child’s knowledge and understanding of the government. I will talk about the vocabulary terms; they will discuss what they think that word might mean, and we will apply it in our learning. Also, this is not a one and done lesson. This is an Introduction lesson to what will continue to grow a lifetime. Every child’s needs will be met in this lesson. We will be learning through video, song, trivia, lecture, question asking/discussion, imagery, and self-assessment. Visual, auditory, and hands on learners will all be able to learn this material to the best of their ability. We will break each new vocabulary term a part so that each child understands each word.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p><u>Intro to the 3 Branches of Government</u> Video Computer Projector Wipe off board, markers, and erasers Internet Access</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Computer Internet Access Access to <u>Canva</u></p>

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	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)
<p>10 minutes</p>	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> - Create a KWL Chart as a class - <u>Watch Intro to 3 Branches of Gov Video</u> 	<p>To introduce this “Functions of the Government” Lesson, I will get all the class to come to the carpet and as a class, we will create a KWL chart.</p>

	<ul style="list-style-type: none"> - Trivia 	<p>I will first ask them what they know about the government and write it down. Then I will ask what they want to know, and then I will write down at the end of the lesson what they learned.</p> <p>Next, I will play the <u>Intro to the 3 Branches of Government</u> video. This video will allow them to retrieve some facts and knowledge before the lesson even begins! At the end of the video, there is a small trivia game that they can play as a class.</p>
<p>30 minutes</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Create a tree as a class that has 3 branches. - Fill in as children brainstorm and I teach - Talk about new vocabulary words - Look at images of the Branches Buildings - Open Discussion of what was learned - Finish the “L” section of the KWL Chart 	<p>I will then draw a tree on the board. It will have three branches and I will label the branches accordingly... Judicial, Executive, and Legislative. I will then draw lines from the branches and ask everyone what one fact from the video about the Judicial branch was. Then I will ask the same for the other two branches. I know that all the brainstorming lines will not be filled, so then I will begin to teach.</p> <p>I will have about 3 main facts for each branch that I will discuss with them. For example, “The Legislative branch makes the laws, the executive branch enforces the laws, and the Judicial branch interprets the laws.” I understand I will be talking to First Graders, so I will go more into depth with that.</p> <p>Then I will discuss some of our vocabulary like “checks and balances”. I will inform them that each branch has the authority to check in on the other branches.</p> <p>Next, I will show them a few images online so that they can get a very good visual of each Branche’s building.</p>

		<p>Lastly, I will ask the students what they learned. We will fill in the last part of the KWL chart and I will allow them to have an open discussion of what they learned. I will lead it by asking things like “What does the Judicial branch do?” or “How is the Executive and Legislative branch different?”</p>
<p>20 minutes</p>	<p>Closure:</p> <ul style="list-style-type: none"> - Students will use <u>Canva</u> to create a Graphic Organizer of all their new information from the lesson 	<p>As a closing to the assignment, students will go to their seat and create a graphic organizer on <u>Canva</u>. They will get out their laptops and go to this website. They are familiar with this tool. It will allow them to create a graphic organizer to put all their thoughts in. I will ask them to compare and contrast the three branches of government with their thoughts and ideas from the lesson. I will examine these as they raise their hand and tell me they are done.</p>

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I chose the <u>Intro to the 3 Branches of Government</u> Video/Trivia because I felt that it was a fun, yet an effective introduction to this topic. This allows the students to hear it, see it, and then respond to it. This video aligns with the objectives because it is a vital part in informing the students on what each branch’s function is. Children seem to have a much longer attention span when they are watching a fun, interactive video, rather than listening to my voice. This technology choice will meet all my students needs because it will pull them in and allow them to respond at the end of the video. It speaks to all learners. This simply “fit” into my lesson perfectly. It is simple, short, effective, and perfectly appropriate for the age I desire to teach.</p> <p>I chose the creation tool, <u>Canva</u> because I felt like it allowed my students to simply, yet creatively put their thoughts into an organized image that they could see and understand. It allows them to create what they want it to look like but make it easy for them to use. This allows them to assess what they have learned and</p>
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	allows me as a teacher to see what clicked and what didn't. This technology tool allows my students to hands on create something that will be different from everyone else's. It will allow me as a teacher to examine how their brain works and how I need to better teach the material next time. It also allows another avenue for them to use this tool in the future to brainstorm for a project or paper.
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Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>I will modify this lesson however is needed for my students. Simply because I do not have a classroom with children yet, I do not know what accommodations need to be met for an IEP.</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>If I have a student that needs help, I will assist them. If I have a visually impaired student, I will allow them to sit in the front. If I have a student who is hard of hearing, I will ask that all loud chatter be silenced so that everyone can focus. I will also allow my students with ADHD to get up and write on the board if needed.</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' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will allow the "learned" portion of the KWL chart to be a classroom assessment. This will allow me to see how well the children learned the material and if they learned any of the items, they said they desired to learn.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will also allow the Graphic Organizer to work as an assessment. This will allow me to see how well each child learned individually and how well they learned the material, and how exactly they learned the material.</p>

	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	The Trivia portion of the game in a way will be an assessment even though it will be at the beginning the lesson.
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Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	I used multiple uses of technology in my lesson. Research proves that using tools of technologies enhances lessons and learning. This allows all my learners needs to be met in every way. I also allowed the introduction to be a way that the entire lesson was kind of introduced, questions were asked, and then I teach, following more questions to be asked. This allows me to see if they learned more from the video/trivia, or the lecture of me using imagery and vocabulary to teach. This form of teaching allows me as the teacher to see how well all the techniques I am using are effective and what I should continue doing.
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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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