

Lesson Plan Template

Lesson Segment Focus Learning about the branches and functions of a government Lesson _____ of _____Course & topic addressed Social Studies & functions of a government Date 11/14/18 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students should learn and become familiar with a government. Students should be able to list the three branches of government and know a little bit about what each branch does.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will be introduced to this topic in the 1 st grade. Students do not have much knowledge of this topic/concept beforehand.
Knowledge of students background (personal, cultural, or community assets)	Students might be a little familiar with a government just by hearing family members/friends talk.

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.	C.1.1.3 Discuss the functions of a government
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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?	For this lesson, I will have many handouts and worksheets available for my students so that they can gather a clear understanding. I will incorporate videos and songs in order to help students learn and remember concepts. To provide varying supports for students at different levels of academic language development, I will print off worksheets and handouts with visuals to provide a clear understanding. Using words that are in the students' vocabulary would also help develop a clearer understanding.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Executive, Legislative, and Judicial branches, government, roles, congress, leader, power
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Materials

Materials needed by teacher for this lesson.	Worksheets, handouts, smartboard, Padlet
Materials needed by students for this lesson.	Worksheets, handouts, Padlet, iPads

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 mins	Introduction: I will introduce my students to the branches of government.	I, the teacher, will talk with my students about the branches of government and explain what they are. I will go into detail about what the branches do and the people that are associated with the branches. I will pass out the checks and balances and branches of government handouts to my students. I will briefly go over the handouts so students know a little bit about what we will be learning in the lesson.
30 mins	Instruction: Students will watch a video do activities on their iPads to enhance the lesson. I will teach the branches of government song.	Students will sit at the carpet in front of the smartboard and watch a video over the three branches of government. Once the video is finished, I will ask a few questions to check for understanding. For example, “What are the three branches of government? “Can anyone tell me what is one thing they learned?” etc. On the smartboard, I will pull up the “Congress for Kids” website. As a whole, we will go through some of the activities and talk aloud about what we are learning. I will ask questions throughout to check for understanding. Students will go back to their seats and get out their iPads and click on the BrainPOP app to explore some government activities. If students need some assistance, I will show them what to click on and show them some activities to explore. After a few minutes of exploring the BrainPOP app and activities, students will put their iPads aside and get ready to learn the branches of government song. I will spend a few minutes introducing the song to

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.
		my students. First, I will sing the song with the words on the smartboard so students can follow along. After students have the rhythm, we will try to sing the song together. We will go over the song a few times.
20 mins	Closure: Students will participate in a Kahoot game and make a branches of government flip book.	Students will take their iPads and log on to Kahoot. The Kahoot game will check students' understanding so that I am able to see what we need to go over again and spend some additional time on. Once finished with Kahoot, students will make a government flip book. I will pass out the materials needed to make the flip book and students will complete the flip book to take home in order to show what they have learned.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Multiple methods and strategies will be used to accommodate/modify the lesson for students. I might have to go over concepts slower and explain more details in depth. Some additional modifications would be to have these students learn from videos and audiobooks rather than me teaching the concepts to them. These students might need worksheets with larger print. The students might benefit better from recording the lesson or the students might require a written list of detailed instructions. For the lesson, the student might need to be seated closer to the smartboard or seated further away with no other students around. I, as the teacher, might have to give my students a worksheet with vocabulary words and their definitions to help students understand better. When grading or assessing students, I would have to take into consideration their abilities and be sure to be fair when grading.</p>	
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>In this lesson, I will be incorporating an authority teaching style (lecture), and a demonstrator teaching style (coaching style). By incorporating these various teaching styles and instructional methods, I am able to ensure that the needs of all my students are met in some way. These styles are very different, but help to accommodate my students' needs as much as possible. By using various visuals, videos, and worksheets, I am able to reach a vast majority of my students' needs, as well.</p>
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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>