

Name Georgia Brewer

Lesson Plan Template

Lesson Segment Focus Structure of Government Lesson 3 of 6

Course & topic addressed Three branches of government Date 12/1/19 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to demonstrate understanding of the three branches of American government and their responsibilities. Students will also demonstrate knowledge of the checks and balances.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will build upon previous introductory lessons for each of the individual branches of American government.
Knowledge of students background (personal, cultural, or community assets)	This lesson will build upon students' knowledge of government structure and government officials they might know.

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.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of powers D2.Civ.1, 4.3-5
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<ul style="list-style-type: none"> • Word wall • Displaying instructions on the board and reading them aloud • Allowing peer discussion
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Legislative Branch</p> <p>Executive Branch</p> <p>Judicial Branch</p> <p>Congress</p> <p>Senate</p>	<p>President/Vice President</p> <p>House of Representatives</p> <p>Supreme Court</p>
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> • Story Board detailing the different branches and their responsibilities • Class set of ipads • Word document with questions about the storyboard
Materials needed by students for this lesson.	Writing utensil

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.
10 min	<u>Introduction:</u>	Greet the students as they come into class and usher them to their seats. We will complete a brief bell ringer handout asking students to list the three branches of government we've been discussing in class. We will identify and briefly review each branch and its connection/ control over the others.
35 min	<u>Instruction:</u>	Students will get into previously assigned small groups and access the storyboard through their ipads. The students will review and discuss the items on the board and work collectively to answer the questions from the handout.

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 min	Closure:	We will review the storyboard as a class addressing the answers to the handout once they are collected.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could modify my instruction for remediation by teaching the storyboard item by item using the whole-class instruction method.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Video option of this lesson Anonymous questions link through class dojo
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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 checked="" type="checkbox"/> Summative	Handouts from the lesson
	<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>;
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