

**Name:** Hattie Madsen

## Lesson Plan

**Lesson Segment Focus:** Importance of Citizenship

**Lesson:** 1 of 1

**Course & topic addressed:** Social Studies – Civics/Government

**Date:** November 12, 2018    **Grade:** 2<sup>nd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will use the provided videos “Symbols of the United States”, “United States Symbols”, and “Tour the 50 States” from YouTube to learn and understand the symbols of the United States and where each capital/state is located. Students will, also, be able to explain the significance of state and national symbols, patriotic songs, and mottos.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to recognize and describe state and national symbols and patriotic songs and mottos. Students should, also, have an idea of where some states are located when looking at a map.
Knowledge of students background (personal, cultural, or community assets)	Based on an individual’s background knowledge, students should know what state they live in as well as what country. Students should be able to recognize a variety of national symbols and be able to identify each.

### 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.2.2.1 Explain the significance of state and national symbols, patriotic songs, and mottos
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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?	As an educator, I hope to allow students enough time to learn and participate in an activity planned within a lesson. I hope to provide a variety of support for each student and their personal level of academic development. If there are multiple students who might be challenged with this lesson, I might have the students pair up with another classmate when completing the BrainPOP activity. To provide support for those students who might be struggling, I might continue this lesson over the course of a few days to be sure they understand and are able to explain what national symbol they might be having to identify!
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Country, National, Symbol, States, Motto, Song, Fifty, Presidential, Patriotic
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## Materials

Materials needed by teacher for this lesson.	SmartBoard, access to computer, projector, access to internet, Padlet Board (Importance of Citizenship), handouts of coloring page and word search, class set of iPads/tablets
Materials needed by students for this lesson.	Pencil, iPad/tablet from the class set, Kahoot! app, listening ears, and a smile ☺

## 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>	<p>The teacher will first get the students engaged by asking them simple questions that might include:</p> <ul style="list-style-type: none"><li>▪ “Can anyone name a state that is in the United States? Can you tell me what other states are around it?”</li><li>▪ “Can someone name a national song or motto? Could you sing a little bit of the song to the class?”</li><li>▪ “Can someone raise their hand and tell me national symbol and describe it?”</li></ul> <p>The students will focus their attention on their teacher when being asked these questions until the teacher begins explaining the focus of the lesson, the importance of citizenship. The teacher will begin the first video, “Symbols of the United States”. Students will be watching and listening. When this video is over, the teacher will recap and ask a few simple questions.</p>
25 minutes	<u>Instruction:</u>	<p>After the teacher plays the first video, the two other videos will play. At the end of each video, the teacher will include all students in a group discussion in regards to what they viewed in each of the videos. After the three of the videos have been shown, the teacher will instruct the students to get an iPad/tablet from the class set. Students will find the Kahoot! app and log in to the class activity with the code that will be displayed on the SmartBoard at the front of the class. For the Kahoot! game, students will have to either identify, recognize, or find the correct explanation of the specific national symbol, state, song, or motto shown. After the Kahoot! game is completed, one at a time, the students will take their iPad/tablet to the teacher to record their score they made. Once the teacher has recorded the students’ score made on Kahoot!, the students will put their iPad/tablet away in the correct location and either grab a coloring page or word search page to take back to their desk to work on if time allows.</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 minutes	<b>Closure:</b>	The teacher will close the lesson out by asking all the students questions and review the national symbols, songs, states, and mottos. Students will use this time to complete the handout they picked up after having the teacher record their score they made when playing the Kahoot! game and turning in their iPad/tablet. Students will work independently and the teacher might play one of the videos again during this time!

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	This lesson plan can be modified for particular students in a variety of ways. If a student has ADHD, I might assign them to a spot in the front of the classroom to allow them to greater their focus during this lesson. For students who might have visual and/or hearing issues, I might print both handouts that can be chosen in a bigger font compared to the others!
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#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	It is important that the teacher enforces rules during the videos to allow students to greater their focus and retain information being taught. By allowing the students to use iPads/tablets, integrates technology and allows students a new way of reviewing content. By using Kahoot!, students are able to visually see instant results in regards to if they got the question correct. By allowing enough time between each question, students are able to think and progress through the question at their own pace to become successful and not being rushed leading them to failure.
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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>;  
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