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Lesson Plan

Lesson Segment Focus: Let's Tour the Fifty States

Lesson: 1 of 1

Course & topic addressed: Social Studies – States and Their Capitals

Date: November 11, 2018 Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will use the song “Tour the States” by Renald Francoeur to learn and understand where each of the fifty states are located in the United States as well as the capitals of each state.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know and have heard about the different states before this lesson. Students should have an idea of where some states are located.
Knowledge of students background (personal, cultural, or community assets)	Based on an individual's background knowledge, students should know what state they live in and where it can be found when looking at a map. Students should, also, know information about the state they live in such the state capital, state bird, or state flower.

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.	G.8.2.3 Construct and label maps of familiar and unfamiliar places
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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 and have a classmate help them finish the handout. To provide support for those students who might be struggling, I might create another lesson to follow-up with that corresponds to this specific lesson plan!
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Geography, Country, States, National, Tour, Fifty
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Materials

Materials needed by teacher for this lesson.	SmartBoard, Access to computer, Projector, iMovie (Let's Tour the 50 States), corresponding handout printed for each student
Materials needed by students for this lesson.	Pencil, corresponding handout, 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>	The teacher will first get the students engaged by asking them simple questions that might include: <ul style="list-style-type: none"> ▪ “Has anyone been on a vacation?” ▪ “Has anyone traveled to a different state before?” ▪ “Can someone raise their hand and tell me a state that they would like to visit one day?” The students will focus their attention on their teacher when being asked these questions until the teacher starts the iMovie. Students will only have a pencil and the corresponding handout on their desk during the video.
20 minutes	<u>Instruction:</u>	Students will be watching and listening to the iMovie being played on the SmartBoard while completing the corresponding handout. Students are expected to not talk to nearby classmates to increase their focus on the content in this lesson. Students will use this video as a way to learn each of the fifty states and their capitals. Students will, also, learn where each state is located within the United States. After the iMovie is over, the teacher will go over which state is where as well as the capitals.
5 minutes	<u>Closure:</u>	The teacher will have the students turn in their completed handouts and will look over and grade each. This can be a type of assessment that might take place to see how well the students were paying attention during the lesson.

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, their handout of the United States might be bigger compared to 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 teachers allow students to work individually during the video so it can be a way of assessment and learning. By doing so, allows each individual to work on their own and shows what states and/or capitals are located. By allowing enough time between moving on to a new state, students can, also, progress through the handout 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 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>