

Name\_\_\_\_\_Joy Springhart\_\_\_\_\_

## Lesson Plan Template

Lesson Segment Focus\_\_\_\_\_Putting events in chronological order\_\_\_\_\_

Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed \_\_\_\_\_Social Studies, History, Chronology\_\_\_\_\_

Date\_\_\_\_\_11/12/18\_\_\_\_\_ Grade\_\_1<sup>st</sup>\_\_

### Student Outcomes

Specific learning objectives for this lesson.	TSW be able to list and organize into chronological order the way their family celebrates a certain holiday, such as Christmas, Thanksgiving, Halloween, etc.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	TSW will build upon prior knowledge of what chronological order is. (The order that events happen in.) I will reference past knowledge of the book, <i>If You Give a Mouse a Cookie</i> .
Knowledge of students background (personal, cultural, or community assets)	Some students may not celebrate the common holidays that others will—that is okay, they can choose to use whatever holiday they wish.

### 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.	H.12.1.2: Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)
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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?	Some students will need help operating the app Total Recall; I will pair those students with others who will be able to help them. In addition, I will start off by giving them several visual examples of timelines and chronological lists of events.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Chronology Chronological order Timeline
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## Materials

Materials needed by teacher for this lesson.	SmartBoard Examples of timelines
Materials needed by students for this lesson.	iPads Total Recall app

## 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.
	<b><u>Introduction:</u></b>	TTW introduce the lesson by asking the students if they have any special ways of celebrating a holiday in their family, such as special traditions or an order of events on Christmas Day or Family Reunion festivities. TSW share those ideas with the teacher in a class-wide discussion.
	<b><u>Instruction:</u></b>	TTW ask the students what it means to put something in chronological order. (The order that it happens in, the correct order.) TTW ask the students if they have ever seen a timeline. TSW answer. Then, TTW pick a student to list, in chronological order, their morning routine to get ready for school. TTW make a chronological organizer using Total Recall to chart the student's morning routine while the class follows along in observation. TTW discuss the fact that timelines and chronological organizers have many uses, especially in history. TTW ask the students if they have ever seen a timeline. She will show them examples of timelines and other chronological organizers from history. TTW tell the students that today, they are going to pick a holiday for which their family has very specific traditions in a certain order—this could be a birthday, Christmas, Thanksgiving, certain family vacations, Easter, Chinese New Year, etc.—and make a chronological organizer using Total Recall. TTW send the students back to their iPads to work on a chronological timeline within groups so they can help each other.
	<b><u>Closure:</u></b>	TTW monitor the classroom and scaffold as necessary, providing ideas and assistance as need be.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.I will modify instruction for any of these groups by providing more individualized instruction/scaffolding with the activity, or peer-read help.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will assess by monitoring students during discussion and work time to see that they understand the concepts being taught.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	I will assess by looking at the finished timelines the students have made.
	<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>;

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