

Lesson Plan TemplateLesson Segment Focus: Understanding changes in family and school

Lesson _____ of _____

Course & topic addressed: Social Studies, ChronologyDate: 11/14/18 Grade 1st**Student Outcomes**

Specific learning objectives for this lesson.	TSW be able to identify and explain ways their family lives or school lives have changed and will change using chronological vocabulary such as dates, past, future, etc.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	TSW be able to connect this activity to our past activity of listing the chronological activities or traditions of a holiday or event their family celebrates, such as Christmas, a birthday, or a family reunion.
Knowledge of students background (personal, cultural, or community assets)	TTW understand that some students may not want to discuss family life, so she will give them an option of discussing school instead, and vice versa.

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.12.1.1: Explain ways family and school have changed using chronological terms (e.g., yesterday/past, today/present, tomorrow/future)
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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?	I will help students by discussing what chronological order is, and how and why it is important to discuss chronological order and how our lives have changed and progressed over time, as well as how they might progress in the future.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Chronological order, future, past, change.
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Materials

Materials needed by teacher for this lesson.	<p><u>Before She Was Harriet</u> by Lesa Cline-Ransome</p> <p>SmartBoard</p> <p>MovieMaker presentation example</p>
Materials needed by students for this lesson.	<p>MovieMaker software</p> <p>Access to pictures and videos of self and/or a camera for taking pictures and videos</p> <p>“Once Upon a Time” graphic organizer/worksheet</p> <p>Storyboard template</p> <p>Writing utensils</p>

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.
	<u>Introduction:</u>	TTW introduce the lesson by asking students if they know what it means to change. (Become different over time.) TTW discuss with students all the things in life that change—the weather, our looks, etc. TTW tell the students that today, they are going to talk about how we as people, as well as different parts of our lives, change over time.
	<u>Instruction:</u>	TTW read the book <u>Before She Was Harriet</u> to the students. Afterward, TTW ask questions such as, “Did Harriet’s name really change, or did she just go through different parts of her life where she might have taken on extra names?” (The second option.) “Have you ever noticed your life changing?” (With family, a move, a change of grades, a change of friends, etc.) TTW pass out the “Once Upon a Time” graphic organizer/worksheet for students to complete. TSW draw a picture of themselves in three different stages of their life to show how they have changed. For example, this could be baby, toddler, and present, or baby, present, and future. It could be preschool, kindergarten, and first grade, or kindergarten, first grade, and second grade. They can involve the future if desired. Then, TTW pull up her iMovie presentation assignment example. TTW explain the students’ assignment. TSW create their own presentation using MovieMaker, where they will use pictures or videos, either from the past or talking about/representing their past, to show how they have changed over time, either in the area of family life, or the area of school. They may intermingle these two parts if they would like. TSW be allowed to talk about how they might change in the future as well. If the students don’t have access to old photos or videos, they may take new pictures, or take a video of themselves talking about the change in their lives. TTW explain that she must be able to see the change in them over time and recognize what is going on in the video, even if things are not quite

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.
		labeled into time periods or dates. However, TTW state that she does want to see at least one or two dates being used. TSW be prepared to share and explain this growth presentation to the rest of the class in about a week.
	Closure:	TTW show her example presentation, then ask the students to create a quick, short storyboard for their video before they leave.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>TTW modify this instruction by adding extra scaffolding in discussion, and assigning a peer partner to help. TTW get parents involved in this assignment to help students. TTW get Special Education’s assistance for any Sped students.</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>TTW provide scaffolding and monitoring of technology use. TTW allow students to work on the assignment in class where she can assist and scaffold. TTW allow students to work in partnerships or groups so that they can get help if needed. TTW help students cooperate with family members and/or past teachers to get the information they need for the assignment. TTW scaffold in the area of brainstorming if needed as well.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>TTW assess via discussion.</p>
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p>TTW assess via finished MovieMaker project for understanding and execution.</p>
	<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>;
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