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## Lesson Plan Template

Lesson Segment Focus State and National Facts  
of

Lesson

Course & topic addressed Social studies

Date 10/30/18 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to remember various facts about the American flag and its origins, the states surrounding ours, facts about Arkansas, and various common national holidays.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will remember what the American flag looks like, the fact that our nation found its independence through the Revolutionary War.
Knowledge of students background (personal, cultural, or community assets)	Must be sensitive to students who come from immigrant families.

### 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.	<b>C.2.1.1 Describe state and national symbols and patriotic songs.</b>
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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 provide multisensory instruction for students, from songs, to books, to discussion.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Patriots, independence, revolution, colonies.</b>
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## Materials

Materials needed by teacher for this lesson.	<i>Why Are There Stripes on the American Flag?</i> Book PowerPoint game Smartboard Goodie box—candy
Materials needed by students for this lesson.	

## 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 enter waving an American flag. TTW say, “Do any of you know what this is??” (An American flag!) “That’s right! Do you know who made the American flag? (silence) “Well today we are going to learn a little bit about that! Let’s go to the carpet and read.”
	<b><u>Instruction:</u></b>	TTW read the American flag book aloud to the students, asking questions for comprehension along the way. When it is finished, TTW instruct students to go back to their seats as she is going to give them a little extra time to “study” for a fun game they are going to play! TTW give students some time to work on a fun work page concerning the American flag and facts about it, while she walks around the room casually quizzing them on past lessons—Arkansas state facts, nearby state capitols, etc. Then, TTW call the students’ attention to the Smartboard for a game of Jeopardy!

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>Closure:</u></b>	TTW host the social studies Jeopardy game she has created, each correct answer from a student winning him or her two pieces of candy. When the game is over, everyone will get one piece of candy.

#### **Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.Scaffolding through hints, discussion, and “phone-a-friend” methods.
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#### **Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>This is a multisensory activity which I can use to engage all types of learners. I will be sure to monitor the room to assist where necessary, providing one-on-one attention and scaffolding.</b>
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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"/> <b>Formative</b> / <input type="checkbox"/> Summative	Through discussion and questioning
	<input type="checkbox"/> Formative / <input type="checkbox"/> <b>Summative</b>	Through the game of Jeopardy
	<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>;  
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