

Lesson Plan

Learning Segment Focus The Lawmaking Process **Lesson** 2 **of** 2

Course & topic addressed Social Studies-Civics **Date** 4/12/2020 **Grade** 5

Student Outcomes

Specific learning objectives for this lesson.	Students will go on a scavenger hunt to learn about the process for creating rules and laws, as well as create their own law.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have done scavenger hunts in previous units to learn material. They find it engaging because it allows movement, randomized grouping, cooperative learning, and imagination.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will use this knowledge later in life when becoming productive citizens.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	C.3.5.1 Compare the process for creating rules and laws at the local, state, and federal levels D2.Civ.3.3-5
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> Bill Law Rule Congress Senate
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Students will identify the process of creating a law, write their own laws, and discuss the importance of creating laws.</p> <p>They will do this with the help of written articles, example law making processes, and teacher instruction.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> QR codes Tape Clipboard with progress monitoring sheets
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Personal ipads
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Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<u>Introduction:</u> Review what students remember about the process of making laws	Students learned last lesson about the process of making laws. Review this process.
3 minutes	<u>Instruction:</u> Students will be given instructions for discovery learning time.	Instruct students that there are 8 QR codes locations around the room. They should start at the QR code on the board as it will give them the clues for the other 7 QR codes. Students should not walk from QR codes in pairs, but they are allowed to work with the people they encounter at the QR codes if needed. The teacher will be circling the room to ensure that students don't follow each other to the QR codes. Each QR code will have different information as well as a task. At each location there are 2 QR codes, one for the information and the other for the task. Once they finish all tasks the teacher will have the final QR code to turn in their assignments.
30 minutes	Students will complete the activity.	Students will go around the classroom to complete the activity.
10 minutes	<u>Closure:</u> Students will come back together for group discussions.	Students will get back to their tables and discuss with their table groups about what they learned and the laws they created.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>.Students with learning disabilities will have the chance to work with a partner or may be given modified QR codes with different articles or assignments.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>ELL students will be given different QR codes that include cognates and other translated articles if necessary.</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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Teacher will circulate the room during instruction and write notes on student progress</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will create their own laws during the activity</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will discuss what they learned in groups.</p>

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>Discovery learning has been researched and proven to be an effective method of retention of learning. It has also been proven to be engaging to students.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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