Name___Jennifer Webb____

Lesson Plan

Learning Segment Focus_Review of Branches of Government___Lesson ____3___of____5___

Course & topic addressed __3 Branches of Government_____Date___02/01/2020____ Grade__5__

Student Outcomes

Specific learning **objectives** for this lesson.	Students will apply what they have learned about the three branches of government to sort the chart.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have worked in pairs to sort items into groups.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	My ELL students have worked in pairs with a native speaker to accomplish sorting tasks.

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.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of powers D2.Civ.1, 4.3-5

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Executive Legislative Judicial President Senate Legislator House of Representatives Supreme Court Cabinet Vice President Justice Department Congress

Academic Language Support

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? 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)?**	

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	

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)
	Introduction:	
	Instruction:	
	Closure:	

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.

Differentiation

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.)	

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).	■ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

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.**	

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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