

Name Jennifer Webb

Lesson Plan

Learning Segment Focus Note Taking the Bill of Rights Lesson 1 of 3

Course & topic addressed Social Studies -Bill of Rights Date 01/31/2020 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	Students will discuss what they know about the Bill of Rights in small groups. Students will write down the 10 amendments that constitute the bill of rights. Students will discuss specific vocabulary in the Bill of Rights.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have used a blank chart in the past to take notes on a new topic. Students have formed small groups to discuss and brainstorm what they already know about a new topic before learning the material.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	45% of my students are Hispanic. Discussing vocabulary will help those students succeed.

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.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution) 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?	Bill of Rights Amendments Abridge Redress Militia Infringe Quartered Seizure Warrant Double Jeopardy Grand Jury Impartial Compulsory Jury Bail Enumeration Delegated
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the	
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<p>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)?</p>	
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Digital Version of Note taking chart (filled out) Digital Version of Note Taking chart (not filled out) Computer Projector/Smart Board White Board Dry Erase Markers</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Paper Copy Note Taking Chart (not filled out) Pencil Lined Paper</p>

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)
	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Intro to Bill of Rights • Class discussion of what students know. 	<p>Today we are going to start learning about the Bill of Rights. I want everyone to spend a few minutes at their table and talk about what you already know about the Bill of Rights. Write your thoughts down on a piece of paper and we will talk about it as a class when you are done. Now that you have had some time to discuss let's come back together and share your thoughts. I am going to go around to each table and ask you to tell me a few things you stated. I'll write them on the board as you tell them to me. Table one, what are some things you wrote down?</p>
	<p><u>Instruction:</u></p>	

	<u>Closure:</u>	

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>	
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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>	
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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"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> 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.	
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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.

Updated 12-17-19 NLC

*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>;
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