

Lesson Plan Template (edTPA)

Teacher Candidate: Kaylee Nelson
Subject Area: Social Studies
Central Focus: Citizenship: America
of students: 20 **Class period:** 2nd **Time:** 9:10am
Date: 11/4/2019 **Grade level:** 2nd **Grade**

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	1) C.2.2.1 Explain the significance of state and national symbols, patriotic songs, and mottos D1.3.K-2 2) C.2.2.2 Explain the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.K-2
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Student Objectives for Outcomes

Specific learning objectives for this lesson.	To understand how to analyze their civic rights, roles, and responsibilities.
Describe the connection to previous lessons.	Last week we studied vocabulary to help understand what we are covering in this lesson.
Knowledge of students' background (personal, cultural, linguistic, or community assets)	

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	These videos on youtube: 1) https://www.youtube.com/watch?v=ONpP0isJMsY https://www.youtube.com/watch?v=ohxDqJCI3yY&list=RDohxDqJCI3yY&start_radio=1 2) https://www.youtube.com/watch?v=ohxDqJCI3yY&list=RDohxDqJCI3yY&start_radio=1 3) https://www.youtube.com/watch?v=ItWHjybdZUU Worksheets, 1 with a blank space and one with lines for writing.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Colored pencils and a regular pencil.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content? Include at least one language function and at least one discourse/syntax.	State, Country, Patriotic, Motto, Pledge, Allegiance.
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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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	
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Lesson Timeline with Instructional Strategies & Learning Tasks (**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.
3 min.	<u>Introduction:</u> Review and Discuss	We would all be on the carpet doing our review over the vocabulary. Then, we would discuss anything they know about Arkansas or America. Lastly, tell them about our lesson.
35 min.	<u>Instruction:</u> <ul style="list-style-type: none"> View the different flags of Arkansas and America on the projector. View the shape of Arkansas compared to America. Explain what patriotic songs mean. Play youTube songs and have them sing along. Recite the Pledge of Allegiance. Review the rules when reciting the Pledge of Allegiance, Hand out worksheets. 	<p>I will play some calming transition music while they get to their seats and clean off their desks.</p> <p>I will use my projector to show them the symbols.</p> <p>I will ask them for examples on how they can be patriotic.</p> <p>I will play the songs on youTube and project the lyrics on the board so everyone can sing along.</p> <p>We will then all discuss the rules for the Pledge of Allegiance.</p> <p>Then, we will perform the Pledge of Allegiance.</p> <p>I would turn on the calming music and have a fun worksheet they could draw themselves looking patriotic and then describe what they are doing below.</p>
12 min.	<u>Closure:</u> Review and they finish their worksheets.	When time is up, turn off the music, have them review with me out loud the lesson. Ask them their favorite parts. Have them place their sheets in their cubby to finish at home if they would like to.

Accommodations/Modifications

How might I modify instruction for:	If I had blind student in my class for this lesson, I would have them just listen to everything until the worksheet. Then, I would have them tell me how they
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Remediation? Intervention? IEP/504? LEP/ESL? Gifted Students?	would want to look to be patriotic and write what they say. If I had a student that is ADHD or ADD, I would keep an eye on them to ensure they are following along with the class. If they are having trouble focusing during the worksheet time, I would give them some ideas to help them think of something they like.
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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?	
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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

Identify theories or research that supports the approach you used (as well as experts in the field or national organization positions)	
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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 activity students will be using as part of your lesson

Sources: <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>