Name_____Kaylee Nelson_____

3 Branches of Government

Lesson Segment Focus_____3 Branches of Government_____   Lesson _____2_____of_____5_____

Course & topic addressed _____Executive, Judicial, Legislative_____   Date___9/9/2019_____
Grade__3____

Student Outcomes

Specific learning objectives for this lesson.	Students understanding how to add 3 digit numbers.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	For lesson one, we went over vocabulary and learned about the new words we would be learning during this lesson.
Knowledge of students background (personal, cultural, or community assets)	

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.	C.1.3.2, D2.Civ.1.3-5; Identify responsibilities and powers of government officials in different branches of state government

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?	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Judicial, Executive, Legislative, Government, Officials, President, Vice President, House of Representatives, Speaker of the House, Congress,

Materials

Materials needed by teacher for **this lesson**.	Print outs of each branch and their description.
Materials needed by students for **this lesson**.	Nothing!

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.
	Introduction:	I will divide the room up into each section and review what each group is responsible for.
	Instruction:	I will then pretend to be the bill and go to each group and let them vote to see if I can get passed through. They will then take turns and see if they can pass some good laws!
	Closure:	Discuss what we learned and anything they want to share about how hard it was.

Accommodations/Modifications

| How might I modify instruction for:

Remediation?
Intervention? | .(try)
Remediation would be me taking the time to individually help the few students that aren't quite understanding while the rest work on something else.
Intervention would be taking a step back and starting from the top. |
|---|---|

IEP/504? LEP/ESL?	

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) I would physically do each area first and show them exactly what needs to be done. I would also have pictures at each group station to explain detailed what to do for the students who need to see it first.

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

Identify theories or research that supports the approach you used.	

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

Branches of Government

Legislative Branch
- Congress: Senate and House of Representatives
- At least 435 Representatives
- Creates the Laws

Judicial Branch
- U.S. Supreme Court
- Ensures laws agree with the Constitution
- Most important court

Executive Branch
- President and Vice President
- Ensures laws are carried out
- 2 main leaders of the U.S.A.