

Lesson Plan Template

Learning Segment Focus: Voting in Elections

Lesson: 1 of 1Topic: Social StudiesDate: 4/27/21Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> After listening to a read aloud of <i>Duck for President</i> and watching an informational video about voting, students will answer discussion questions about 4 new vocabulary words correctly. Given information about voting and elections, students will participate in a mock election about school issues ('yes' / 'no' answers) and provide explanations for their choices.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students should already have some knowledge of government based on previous social studies standards. They probably won't know more than the very basic concepts, so this will be a great starting point to even out everyone's knowledge. Discussing and having our own election will help them apply and retain the information. By acting it out, they will be able to see how their actions or lack thereof during an election can have an impact.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Regardless of any background differences among students, they will all need to be aware of what a government is and how the United States operates. They will need to understand that there are policies and laws in place for specific reasons, often to keep us safe and cared for. They will have the opportunity to gain a basic foundation of their role in democracy and how they can make a difference just by participating in elections.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<ul style="list-style-type: none"> C.2.2.3: Describe roles and responsibilities of individuals in a democracy. C.2.2.4: Use listening, consensus-building, and voting procedures in the classroom.
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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"> government democracy voting election
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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>	Students will first listen to a read aloud of the book <i>Duck for President</i> . We will discuss the front cover of the book and I will pause throughout to ask questions and allow students to make comments to ensure that they are actively listening. They will then watch the informational video about the voting process that I have made. After the video, we will discuss in more detail the vocabulary and examples portrayed in the video. I will allow students to ask questions to make sure that they understand the basic content before we move on. We will then participate in a mock election about school issues so that students will better understand the process. They will be asked to justify their votes throughout the activity to ensure that they are critically thinking.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> computer projector document camera access to voting video <i>Duck for President</i> book by Doreen Cronin
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	<ul style="list-style-type: none"> • ‘Yes’ and ‘No’ signs for voting game • copy of Voting video listening guide for self and each student
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> • Voting video listening guide • pencil

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)
3-5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Briefly explain activity • Transition to carpet 	<p>First, I will give my students a rundown of what the lesson will consist of and brief directions for the entire activity while they are sitting at their desks. This will hopefully prepare their minds to learn and apply the information as well as to prevent any confusion and keep everyone on track. We will then transition to the carpet for the read aloud.</p>
30-45 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Read aloud of <i>Duck for President</i> • Discussion questions • Watch the video about voting • Discussion questions 	<p>I will read <i>Duck for President</i> over the document camera and projector to the whole class while they sit on the carpet. I will ask questions throughout the reading to make sure that they are paying attention. At the end of the read aloud, I will ask review questions, such as what happened in chronological order, who the characters were, what the setting was, and what we learned about. I will allow students to discuss with me and each other to come up with the answers. Then, we will transition back to our desks and I will have someone hand out the listening guide to the video while everyone gets out their pencils. I will remind them of what they are going to do with the listening guide as they watch the video. There will be vocabulary definitions that match the ones on the screen, and they will be asked to write the correct word in the blank. I will pause the video when the word comes up so that they have plenty of time to copy it down. After the video we will discuss what we learned from it, including the vocabulary words and picture examples.</p>
30 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Mock election 	<p>Once we have finished discussion, I will remind them of the directions of the next activity. There will be several “issues” that students will either vote ‘yes’ or ‘no’ on. There will be signs on opposite ends of the classroom, and students will simply walk to that side of the room to cast their vote. “Issues” may include ‘recess should be longer,’ ‘there should be more lunch choices,’ ‘students should be sent to ISS for any misbehavior,’ ‘students should be allowed to cheat on homework,’ etc. I will ask one student from each side to volunteer and explain why they voted the way they did for each issue. I may flush out their reasoning to show them the hypothetical consequences of their reasoning. I may also provide ‘what if’ scenarios, such as ‘what if this person voted this way or not at all.’ After the activity, I will remind them of the importance of voting and how they should vote when they reach voting age to make their voice heard. I will also remind them of the importance of making informed decisions when voting.</p>

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>Students will be watching a video halfway through the lesson that consists of me talking about what government, democracy, voting, and elections are. In the video, I will provide simple definitions that they can understand as well as examples through pictures. Instead of lecturing to students about these topics, the video provides a break from just watching me talk to them. They can see the words on the screen that provide the definition as well as the picture examples while I provide the explanations. They never see my face in the video, but they hear my voice. Providing a different presentation of the same material they were introduced to through me reading aloud <i>Duck for President</i> will help them to stay engaged. If I were to continue talking to them in the front of the class after the read aloud, they may be much more inclined to get distracted and fidgety. They will have a listening guide as well to encourage them to pay attention so that they can fill it out.</p>
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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>Accommodations and modifications will depend on the students in my classroom. Some students may need something as simple as a seat close to the board or close to my desk to see the book during the read aloud and to better see the screen during the video. Others may need to be next to specific students who can help them throughout the activity. Certain students may need more discussion opportunities. Some may need the book and video translated to a different language or presented in both English and their native language. Many other strategies could be implemented depending on the students present.</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>Since this lesson is more about discussion and participation than anything else, it will be great for students with varying background knowledge, abilities, and needs. Those who may not understand can bounce ideas off other students and the teacher. The video includes text as well as speech so students of any reading level should be able to watch it and understand. Students who need more of a challenge can be asked to justify their voting logic to more complicated issues and students that need additional time to understand will have the option to not answer questions so that they can just listen.</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>I will make sure students understand the basics of government, democracy, voting, and elections through various discussion questions during and after the read aloud and video. If they don’t understand the material, I will continue to provide examples.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will be asked to justify their choices for voting yes or no on certain made-up school issues. Through this, I will discern if students understand why the voting process is important, how they can make a difference by voting, and how to think critically to make a choice that fits their beliefs and values.</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>This lesson correlates well with Skinner’s transfer of learning theory which explains that students can absorb information in one setting and apply it to something else. Students will have been introduced to voting in this lesson and will take that foundational knowledge and apply it to our mock in-class election.</p> <p>Vygotsky proposed that learning has a unique social aspect. By listening to the views of others, children can apply these to their own thinking to better understand certain concepts. That is what students will be doing during the various discussions with their classmates and when they justify their votes.</p> <p>This activity also allows for multisensory instruction. Students will encounter the material through a read aloud, a video, and an interactive activity. They will have plenty of opportunities to ask questions and make comments about it. They are engaging with the material instead of just passively listening to a teacher lecture to them.</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>;
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