**Name: Kennedy Capps**

**Lesson Plan Template**

**Lesson Segment Focus: Social Studies, Chronology Lesson 2 of 2**

**Course & topic addressed: Social Studies, Chronology of personal events Date: November 12, 2018**

**Grade: 1**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will create timelines to sequence their lives from birth to present. With help from their parents, students will choose pictures and events that are milestones in their life and use Explain Everything to create a Digital Timeline of their lives. If the student does not wish to sequence their own lives (or circumstances do not allow it) the student will pick a historical figure to create a timeline of their life. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students must be able to use correct terminology when sequencing events such as first, next, last. Students must be able to explain events that have taken place, specifically explaining their significance to their own life. |
| Knowledge of students background (personal, cultural, or community assets) | The teacher should take into consideration students who may not have access to knowledge about their past, such as foster children. The teacher should communicate with parents before the beginning of this project to anticipate any obstacles that may come up. When choosing historical figures for the students to choose from, the teacher should take into consideration students who are new to this country and have no knowledge about our historical figures. |

**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. | **H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)** |

**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? | Students must have an understanding of sequential vocabulary. The teacher should demonstrate the use of this vocabulary by creating his/her own timeline of life events. The teacher may have to provide sentence starters for students who are lagging in this area. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | First, next, last, before, after, now, long ago. |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | To create his/hr own timeline, the teacher will need an iPad equipped with Explain Everything. The teacher will also need the photos sent by parents to put on student iPads. |
| Materials needed by students for **this lesson**. | The students will need an iPad equipped with Explain Everything. The students will need their papers with their timeline descriptions. |

**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.** |
| --- | --- | --- |
| 5-10 minutes | **Introduction**: | Teacher will introduce the activity by reviewing sequential vocabulary. Teacher may read a story and have students use the sequential vocabulary to describe what happened in the story. The teacher will then show his/her own timeline that he/she created, having students point out the correct vocabulary. Teacher will then explain that the students will be creating their own timelines. (Students will already know that they are creating their own, as they had to gather photographs). |
| 20-30 minutes | Instruction: | Students will return to their seats and teacher will pass out student drafts of timeline sentences using sequential vocabulary. Students will have time to make final revisions to their sentences while the teacher put student specific photos on their assigned iPad. Student will have teacher look over sentences before they receive their iPad, and they will build their timeline using the app Explain Everything. Teacher may have to help students insert pictures and text boxes, or, there could be a time for a quick “How-To” once everyone has their iPad. |
| 10 minutes | **Closure:** | Students will save their timelines, turn in their sentences, and place their iPads back in the charging cabinet. Teacher will go back later and export timelines to make a digital show to put on website, and maybe print off timelines for display. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | Teacher may have to help students with fine-motor disabilities type. Teacher may have to provide sentence starters for students who are struggling to produce the desired sequential sentences. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **This activity integrates technology as a hands-on assessment for this group of lessons. If needed, students could be allowed to make a physical timeline if that would better suit their learning style.** |

**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>