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Lesson Plan Template

Lesson Segment Focus Language Arts Lesson 3 of 3

Course & topic addressed Thanksgiving with Brainpop app Date 10/22/19 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the first Thanksgiving and how the first Thanksgiving is alike and different from Thanksgiving today. Students will compare and contrast using a Venn Diagram. Students will watch an educational video about Thanksgiving on the Brainpop app on their iPads and take the short quiz over the video. Students will play games on Brainpop that pertain to the lesson.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In the previous lesson, students learned about Native Americans, their culture, and how they are connected to the Pilgrims. In this lesson, students will learn about the first Thanksgiving between the Indians and Pilgrims.
Knowledge of students background (personal, cultural, or community assets)	The students are comfortable using Brainpop as they have received a tutorial over using the application and have had previous experience using it.

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.	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>SL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	Students will use a Venn diagram to compare and contrast. Students will use the Brainpop app on their iPad as an additional learning tool and assess their knowledge.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Thanksgiving Turkey</p> <p>Abraham Lincoln Thankful</p> <p>Compare Contrast</p>
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Materials

Materials needed by teacher for this lesson.	<u>The Pilgrim's First Thanksgiving</u> by Ann McGovern Smartboard 6 copies of compare/contrast worksheet
Materials needed by students for this lesson.	iPads pencils

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.
10 minutes	<u>Introduction:</u>	Teacher will review information from the previous less about Pilgrims and Native Americans. Teacher will play a quick game with the students called, "Flying Feathers". This game is played like "Hangman". Teacher will draw a turkey on the board with ten feathers. Teacher will draw twelve blanks on the board representing each letter in the word "Thanksgiving". Teacher will have students try to guess the word by calling out one letter at a time. If a letter in the word is called out, teacher will write it in the blank where it goes. If a letter is called out that is not in the word, the teacher will erase a turkey feather. Students will try to guess the word before all ten feathers are erased. Teacher will explain to students that President Abraham Lincoln made Thanksgiving an official holiday in 1863. It is always celebrated on the fourth Thursday in November. Teacher will ask several students to share about how they celebrate Thanksgiving.
35 minutes	<u>Instruction:</u> Shared Reading: <u>The Pilgrims' First Thanksgiving</u> by Ann McGovern Turkey videos: Turkey Dance and Turkey Hokey Pokey	Teacher will sit in her reading chair and read <u>The Pilgrims' First Thanksgiving</u> while students sit on the carpet around her. Class will discuss the book after the reading. The teacher will ask questions such as, What did they eat? How did they cook their meal? How long did Thanksgiving last? What did you notice about the people? How is the first Thanksgiving different from Thanksgiving we have today? To energize and motivate student learning, the teacher will play the following videos on the Smartboard and students will dance and move to the fun videos. Turkey Dance: https://www.youtube.com/watch?v=J4-jnIYRx3Q Turkey Hokey Pokey: https://www.youtube.com/watch?v=VxfajHBG9Rg

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.
	<p>Compare and Contrast Venn diagram</p> <p>Brainpop app and activities</p>	<p>Teacher will split students into six groups of four. Students will go back to their desks and work in groups to complete one compare and contrast worksheet. Students will list how the first Thanksgiving is alike and different from the Thanksgiving today. Teacher will be walking around the room scaffolding as needed.</p> <p>Teacher will dismiss students from groups and go back to their individual desks. Teacher will have students take out the iPad and tap on Brainpop. Students will type in Thanksgiving in the search bar. Students will watch the short video on Thanksgiving and take a short quiz. Students will then be able to play games pertaining to Thanksgiving on the app.</p>
5 minutes	<u>Closure:</u>	Teacher will have students reflect back on the lesson by sharing what they've learned by sharing their compare and contrast worksheets with the class. Students will turn in worksheet and put iPads away.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>For these students, the teacher will work one-on-one if needed or place in the same group and give extra time and help. Lesson could be modified by only listed three items in each compare and contrast sections.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional</p>	<p>I will provide a tutorial about using the app on the smartboard at the beginning of the lesson. I will provide written instructions on the whiteboard and allow group work.</p>
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strategies 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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Compare and contrast worksheet
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Students will take quiz on Brainpop to assess their knowledge about Thanksgiving.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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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.

*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>