

Name: Kristen Stokes

Lesson Plan Template

Lesson Segment Focus: Culture

Lesson 8 of _____

Course & topic addressed Social Studies/Diversity

Date: November 17, 2018 Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW gain an understanding of different cultures and traditions from around the world.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will draw information from previous lessons on the nations of the world.
Knowledge of students background (personal, cultural, or community assets)	TSW have prior knowledge of different cultures and diversity discussed in class with visitors and students.

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.	Standard 1: Students will recognize and describe how people within their community, state, and nation are both similar and different.
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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? What will you do to provide varying supports for students at different levels of academic language development?	TTW have a slideshow presentation with information regarding different cultures and their traditions and beliefs for reference while teaching lesson.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Christianity, Hinduism, Islam, Buddhism, New Age, diversity, and culture
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Materials

Materials needed by teacher for this lesson.	Slideshow presentation for students to reference during lesson
Materials needed by students for this lesson.	Worksheet for filling in the blanks as they go through the slideshow made by teacher

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.
	<u>Introduction:</u>	TTW tell the students that they will be learning about different cultures around the world today.
	<u>Instruction:</u>	TTW tell the students that they will need their pencils because they will be filling out a worksheet about different cultures around the world today. TTW tell them that she has prepared a slideshow for them to look at while she discusses the different aspects of these cultures. TTW tell them they are to write in the key points missing on their worksheet that TTW highlight throughout the lesson. TTW begin by discussing culture and what it means. TTW also be sure to discuss diversity and tell the definition of both and how they tend to go hand in hand. TTW go through each of the slides and pictures on the slideshow being sure to put in key details for the students and their worksheets. When the slideshow is finished, TTW tell the students that they will go more in depth of each of the areas discussed on another day.
	<u>Closure:</u>	TTW collect all of the worksheets the students have filled out during the lesson and tell them they will discuss this more at another time.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.TTW make sure to make this a whole group discussion so that everyone is on the same page and rate of learning. TTW also set aside time at a different time of day to go over the fill in the blank with all of the students and especially those students who need the extra assistance.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	TTW provide the slideshow for each of the students to look at and watch again on their own at any time as well as go over the material again in other lessons.
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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.	
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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>

