

Name: **Kori Tapp**

**Lesson Segment Focus:** Checks and Balances

**Lesson:** Three of Five

**Course & topic addressed:** Social Studies (Branches of Government)

**Date:** February 4<sup>th</sup>, 2019

**Grade:** Third

### **Student Outcomes**

Specific learning objectives for this lesson.	The objective for this lesson is to know and describe the three branches of government. They should know each branches members, duties, and checks and balances.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This will be the first lesson over the different branches of government for the third graders.
Knowledge of students background (personal, cultural, or community assets)	The students learned about different roles and responsivities of people in authority in their community in second grade.

### **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 Identify responsibilities and powers of government officials in different branches of state government D2. Civ.1.3-5 C.1.3.3 Explain the functions and structure of the state government D2.Civ.5.3-5
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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?	
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### **Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Judicial, Executive, Legislative, Duties, Members, Checks and Balances, Laws, Supreme Court, President, Vice President, Cabinet, Congress, Senate, House of Representatives, Veto, Over Ride, Impeach, Propose, Amendments, Appointed, Unconstitutional, Treaty</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Computer, Inspiration, white board
Materials needed by students for <b>this lesson.</b>	N/A

## 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	<p><b><u>Introduction:</u></b></p> <p>Question and answer review</p> <p>Matching with Inspiration</p>	<p>I will start by reviewing what we learned in the previous two lessons. I will ask the students what the three branches of government are. I will then open Inspiration on the smart board with only the headings, branches of government, judicial, executive and legislative with duties, members and checks and balances connected. All of the other boxes will be scattered around the screen.</p> <p>I will ask the students who can match the duties and allow 3 students to come match the different duties to the different branches. We will talk about each duty as they match them to the correct branch.</p> <p>I will do the same thing for the different members of each branch, reviewing as we go. As they match, their will be discussion for each match.</p>

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.
		<div data-bbox="793 196 1885 727" data-label="Diagram"> </div> <p data-bbox="793 737 1885 792">After the students have reviewed the above Inspiration layout, I will then point out the checks and balance section that is under each branch. I will ask if the students know what checks and balances are.</p>
30 minutes	<p data-bbox="352 829 491 857"><b><u>Instruction:</u></b></p> <p data-bbox="352 980 474 1008">Inspiration</p>	<p data-bbox="793 829 1896 915">I will then open the checks and balance hyperlink that will have checks and balances in the center with the judicial, executive and legislative branch connected spaced out, like below. All of the circles will be a scattered around the document, with different colors for each branch.</p> <p data-bbox="793 951 1896 1008">I will start by explaining checks and balances as a whole and how they all affect each other. I will ask if they have any questions about checks and balances as a whole before we go into detail.</p> <p data-bbox="793 1044 1875 1130">After I answer questions, I will start with the legislative branch. I will point out that each branch has a specific color and that the scattered circles that have the same color go with that specific branch. For example, all of the red go with the legislative branch.</p> <p data-bbox="793 1166 1854 1252">I will call on a student to come pick one of the red circles for me. As different students come up and pick the red circles, I will explain which side of the branch they go on and clarify what each circle means.</p> <p data-bbox="793 1287 1875 1344">After doing this for each branch, it will end up being in a full circle like the one below. Now that they see the full circle, they can have a visual for how they are all connected and affect each other.</p>

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><b>Closure:</b> Inspiration visual</p>	<p>I will close with the checks and balances circle up on the board. I will read through the circle as a whole for the students to have a better understanding. I will leave the visual up and ask if they have any questions for me. We will end with question and answers.</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Have students that can't see as well or have trouble paying attention, sit in the front of the room closer to the board.</p> <p>Have the finished Inspiration document printed off for those who are more hands on.</p> <p>Have the different circles in reach for handicap students.</p>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>To build off this lesson, the next lesson will be hands on with worksheets and individual work since this lesson was all on the board with the class.</b>
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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>