

Name: Kori Tapp

Lesson Segment Focus: Arkansas State Symbols

Lesson one of five

Course & topic addressed: Social Studies – State Symbols

Date: April 10, 2019

Grade: Third

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to list 10+ Arkansas symbols.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In past lessons we have talked about the differences in national and state attributes. We have talked about all the similarities and differences between the two.
Knowledge of students background (personal, cultural, or community assets)	They all know that we have different national and state symbols, we will be focusing on Arkansas in this lesson.

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.	Investigate origins of state and national symbols, patriotic songs, and mottos D1.3.3-5
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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?	N/A
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Symbols, National, State
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Materials

Materials needed by teacher for this lesson.	Interactive Ebook, computer, smart board
Materials needed by students for this lesson.	Pencil

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> Importance of state symbols	I will spend this time talking about why we have state symbols and why they are important to learn. I will also discuss what we will be doing for the rest of the class period so they will know what outcome I am expecting from them.
35 minutes	<u>Instruction:</u> Ebook Worksheet	I will open my interactive ebook that I made on PowerPoint and have all of my students move to their assigned spots on the carpet. I will ask questions about what I talked about in the introduction before we move past the title page. The overview of all the symbols we will be learning is on the second slide. I will ask them questions like – what do you think all the words in the dark blue are and what are all of the words in the light blue? Then I will move through the slides, when each slide comes up I will ask the students what they think it is. For example: when beverage pops up, I will ask them what they think our state beverage is, etc. After the PowerPoint is over I will instruct them to go back to their seats. I will have my runner pass out the worksheets that ask questions over the Ebook. I will give them time to work silently on the worksheet. We will go through and grade/discuss the questions on the worksheet. The students will swap papers with the partner I assigned them for the day. I will go question by question allowing time for questions as we go. I will walk around making sure everyone is grading properly and seeing if anyone needs help as we go. This will be a good time for review and discussion.
5 minutes	<u>Closure:</u> Pickup Questions	I will have my other runner go pick up all of the worksheets and leave this time open for questions about this lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would have students that struggle with math concepts sit with students who are advanced so they can help them whenever they feel lost. I would have students who can't see or hear as well as others sit in the front so they can see the board. If students struggle to pay attention, I would have them sit on their color dot on the carpet so they will be up front with me.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	We will be discussing so the students can hear the material. We will go through an Interactive Ebook so the students can see the material. We will have a worksheet so the students will be hands on with the material.
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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>