

Lesson Plan Model¹

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Lesson Title/#: Branches of Government

Grade Level: 4th

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	Teaching the students the duties and members of the three branches of government in the United States of America.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	Breaking down each branch of government.
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	The specific learning goals for the students in this lesson are recognizing what each branch of government is responsible of doing and the members it includes.
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these</p>	<p>Students should be aware of the existence of laws and their purpose.</p> <p>Students having background knowledge that there are people who enforce the laws and make the laws.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>The lesson will start by reviewing what are laws and their purpose.</p>
<p>Instruction _____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior</p>	<p>I will ask questions to engage the students in thinking about who created the laws, who enforces them and who decides the punishment someone should receive for breaking the laws.</p> <p>The class will be asked to think what laws they follow daily and to think about each law's purpose.</p>

<p>academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will ask the class if they know who created the laws, who enforces them and who decides the punishment someone should receive for breaking the laws. Another question for the class will be if they think the punishment for breaking laws should all be the same for every law or should there be different punishments.</p> <p>The class will be given a real-life scenario. The class will be divided into three groups. Each group given the specific duty of each branch of government.</p> <p>The legislative group will have to think of a few laws they think are essential and useful to our community. The executive group will have to think of ideas on how they could make sure the people of the community obey the laws. The judicial group will have to think of how the laws apply to real life situations. Each groups' members will have to decide what their title is. The groups are to work together and focus on one of the ideas to go through the whole process.</p> <p>Each groups' ideas will let me know if the students understand what the purpose of each branch of government is.</p>
<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting</p>	<p>Feedback will be given to the students right after they have presented the class with their groups' ideas.</p> <p>By the class being divided into groups and each group having the job of a branch of government it will put things into real life perspective. Therefore, they now know the process each law undergoes.</p> <p>The students should succeed in choosing their title that fits with their branch of government and their ideas should fit each group's appropriate job.</p>

<p>the intended learning objectives?</p>	
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>The lesson will end by asking the students to write down what branch of government is their favorite and why.</p>
<p>Differentiation/Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use</p>	<p>The students will work in groups for the class activity. The class will be divided into three groups; imitating the branches of government.</p>

<p>when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Student may confuse the jobs or members toe the wrong branch of government. Students will be provided with a reference sheet they can use for their classwork and activities.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The teacher will need reference sheets and writing utensils.</p> <p>The students will need reference sheets, writing utensils and paper.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to</p>	

support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

