

Name Lillie Kinnane

## Lesson Plan Template

**Lesson Segment Focus:** Symbols of the State of Arkansas

**Lesson** \_\_\_\_\_ **of** \_\_\_\_\_

**Course & topic addressed:** Social Studies

**Date:** November 27<sup>th</sup>, 2018

**Grade:** 3<sup>rd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos D1.3.3-5
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have already learned the importance of state and national symbols in previous grades. This topic is introduced in kindergarten.
Knowledge of students background (personal, cultural, or community assets)	Some students may have lived in Arkansas all of their life, so they may already have prior knowledge of the symbols of Arkansas. Some students may not be from Arkansas or even the United States and that is something I will take into consideration throughout 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.	C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos D1.3.3-5
--	--

### 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?	For students that don't recognize the importance of these symbols or haven't been introduced to state or national symbols yet, I will review this with my students to ensure they grasp this concept before we begin the lesson.
--	--

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"><li>- <b>State symbols</b></li><li>- <b>Motto</b></li><li>- <b>Capital</b></li><li>- <b>State seal</b></li></ul>
---	--

	- <b>Apple blossom</b>
--	------------------------

## Materials

Materials needed by teacher for <b>this lesson.</b>	<ul style="list-style-type: none"> <li>- State of Arkansas symbols cut and paste worksheet</li> <li>- Index cards</li> <li>- Smart board</li> <li>- Padlet board</li> <li>- Scissors</li> <li>- Glue</li> <li>- Quizlet</li> </ul>
Materials needed by students for <b>this lesson.</b>	<ul style="list-style-type: none"> <li>- Cut and paste symbols worksheet</li> <li>- Index cards</li> <li>- Scissors</li> <li>- Glue</li> <li>- Pencil/pen/markers</li> </ul>

## 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.
5	<u>Introduction:</u>	<p>I will introduce this lesson by explaining the importance of state and national symbols. I will review with my students if they already know any of the Arkansas symbols (i.e. flag, song, flower, capital, etc.)</p> <p>I will show my students examples of national and Arkansas symbols on the smart board to refresh their memory.</p>
25	<u>Instruction:</u>	<p>I will pass out the State of Arkansas symbols cut and paste worksheet and index cards to my students.</p> <p>I will pass out scissors and glue to each student.</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>I will go ahead and have each student cut out each symbol from the worksheet to save time during the lesson.</p> <p>To begin the lesson, I will explain to my students that they will be writing on the front of the index card and cutting and gluing the corresponding picture on the back of the card.</p> <p>I will use the Smart Board to pull up the “Symbols of Arkansas” Quizlet set that I had previously made.</p> <ul style="list-style-type: none"> <li>- My Quizlet index cards will match the cards they will be making (front and back)</li> </ul> <p>I will begin with the capital of Arkansas, once each student has written “State Capital” on the front of their index cards, I will flip the index card on Quizlet to reveal the answer.</p> <p>The students will then sort through the symbols they cut out until they find one labeled “Little Rock”. Students will then paste this on the back of the index card.</p> <p>We will continue this process until all index cards are filled out and students have pasted all of the corresponding symbols.</p>
15	<b><u>Closure:</u></b>	<p>Once the class has completed filling out their index cards, they will find a partner and use their index cards to “test” each other.</p> <p>I will walk around the room as this is happening to ensure my students are grasping the concept.</p>

#### Accommodations/Modifications

How might I modify instruction for:	. If I have students who are visually impaired, I will provide them with a larger print text.
-------------------------------------	---

Remediation? Intervention? IEP/504? LEP/ESL?	If I have students who have ADHD, I will place them in a group closer to the teacher's desk so I can ensure they stay on task.
---	--

### **Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure all students needs are met, I would modify directions accordingly to how well students are understanding the lesson. For example, if it still seems like they aren't understanding the lesson when it is completed, I will not quiz them over the material until they feel confident in the material.
--	---

### **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.	
--	--

### **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>
---	---------------------------------------

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>