

Name: Lindsay Lewis

Lesson Plan

Learning Segment Focus Research Report

Lesson 8 of 8

Course & topic addressed Historical Figures Date 3-10-20 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will choose one historical figure to create a research report utilizing iPads and QR codes in the classroom
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will incorporate their prior knowledge of historical figures discussed in class to create a research report over their favorite person, who they admire most, or who they found the most interesting. They will also be using their prior knowledge of how to work an iPad to incorporate using QR codes to look up information or videos on the person they chose.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	These learning tasks are appropriate for students because it is enhancing their knowledge of the historical figures discussed in class. They are getting to choose which figure to incorporate into their project which will be chosen based on their individual and personal thoughts towards that person and what they did for that cultural or community at the time and even how it affects us today.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	W.2.2 – Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section W.2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	QR codes, character traits, historical figure
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?	Students will need to describe why they chose the historical figure they did, explain what their greatest accomplishment is and why they are important, and discuss three facts about that person.
What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	Students will be responsible for incorporating their prior knowledge of that historical figure into their research report. They will also be given a sheet with a picture of that individual that includes QR codes that are linked to websites, pictures, or videos explaining what made that person inspirational to them. We will discuss what a QR code is and how it works in pulling up the information and go over what makes a person a historical figure. We will also discuss what a trait is and examples of traits to help students think about what traits the figure they choice has.

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	
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	Copy of 2 worksheets being used (1 – which will state what historical figure they chose, their job, when they were born and when they died (if relevant), their greatest accomplishment and why there are so important and 2 – they will then write this information out on the other worksheet.), list of historical figures discussed in class that they can choose from, an example of a historical figure on a sheet of paper with the QR codes around it, iPad, smart board or projector, dry erase markers, and pens
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	2 worksheets – the information sheet and writing sheet, page with

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> - Recap types of historical figures learned from the past few weeks. - Inform students that we will be writing about a historical figure and for them to choose who inspires them or their favorite. - Introduce worksheets to student when discussing what we will be working on and show them on the board (whether it be smart board or projector). 	<p>I as the teacher will be at the front of the classroom while students are seated at their desks or tables. I will recap historical figures we have learned over the past few weeks discussing important women, African Americans, presidents and so on. I will tell the students to think about who inspired them or someone that moved them and remind them that they were told through out our lessons to be on the lookout for this person.</p> <p>I will also introduce the QR code and what it means – by telling the students that it is a code that can be scanned to bring up different information about the person they will have chosen.</p> <p>I will then show the students the worksheets on the smartboard or projector that they will have to complete. We will go over each question on the worksheets, so they know exactly what we are looking for and how to complete it.</p>
30-40 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Tell students where the stack of worksheets for different historical figures are for them - Pass out both worksheets to students - Pass out iPads to students - Show students what the QR app looks like and where they can find it. - Show students how to scan the QR codes and how they pull up information 	<p>One table at a time or a few students at a time, they can come up to the front of the room to select their figure. After everyone is sitting down, I will then pass out the worksheets for the students and then start to pass out the iPads. Students should be familiar with how the iPads work. I will then show the students where they can find the QR app on the iPad and show them how to scan the code on their paper. If need be, I will go from table to table to show students how this app works.</p> <p>After this, students will start working on their research utilizing the QR codes on the sheet of paper that includes the QR codes. These QR codes will provide the information necessary on</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<ul style="list-style-type: none"> - Monitor students walking around helping where needed - After students have finished their worksheets, pick up their paperwork while they start to color their historical figure sheet. - Pick up coloring sheets when student has finished before moving on. 	<p>the worksheets. Students will write in the answers to the questions on the first sheet, then after they have done this, they will move on to the second sheet. The second sheet they will have to finish the partial sentences filling in their answers to the questions on the first sheet. When they are done with both worksheets, they can then move on to coloring their historical figure however they want while they wait for the rest of the class to finish. Pick up students worksheets and then move on to closure.</p>
10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> - Wrap up the assignment by reviewing what we just did and show students who I chose - Advise them that their historical figures will be going up in the hallway - Inform students that tomorrow we will be discussing “buddy bottles” - Tell students to line up at the door for lunch 	<p>I will start wrapping up the lesson by asking students what they learned from this project and if they had fun finding out the information about their chosen historical figure. I will then show them what figure I chose and why and then after this I will pick up all their papers (two – worksheets & historical figure with the QR codes). I will let the students know that I will be hanging up their sheet in the hallway for everyone to see who they chose and to show parents when they come for their parent conferences.</p> <p>After this I will then explain to them that tomorrow we will be discussing buddy bottles which consists of creating their historical figure out of a soda bottle. Then I will let the students know they need to line up to get ready to go to the cafeteria.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> - Modify instruction by allowing student to take home worksheets and complete with parents - Have someone in the classroom who can help student look up information - Only needs to complete one worksheet provided - Have someone help student by writing down information for them
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> - Enhanced scaffolding by going over the worksheet individually with the students who are struggling and also by recruiting students who understand the process more. - Allow students to take the information home to have help and more time to complete the project.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be	<input checked="" type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Based on how they filled out their worksheets
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used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).		will determine how much they know and if they were able to utilize the QR codes to look up information on their figure of choice.
		This could be both a formative and a summative assessment since we will be reviewing historical figures that we have discussed.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	<p>This lesson could include several different learning theories</p> <ul style="list-style-type: none"> - Behaviorism – because they are using their own personal views and opinions that they have picked up on to choose who inspires them - Constructivism – because they will be including their thoughts about the world in this lesson - Cognitivism – because they will be learning or reinforcing what they learned by looking into more information on who they chose
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Lesson Reflection/Evaluation

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p>	<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>;
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