

Name Megan Adams _____

Lesson Plan Template

Lesson Segment Focus: Authoritative Positions in Society _____ Lesson 3 of 3

Course & topic addressed Social Studies & Authority _____ Date 3/11/19 _____ Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will look at the different roles people have in society.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have been introduced to the idea of power and have already learned about authoritative positions.
Knowledge of students background (personal, cultural, or community assets)	Students will have been introduced to these people. Their parents have jobs and they will have learned about other higher up positions.

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.1.1.2: Discuss roles of people who hold positions of authority
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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?	This will have been provided in a previous lesson about authority and roles in society. This is a follow up lesson.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Authority, society, power, duty
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Materials

Materials needed by teacher for this lesson.	Green Screen, iPad, Camera Mount, DoInk App, Hat, Printed slips of paper, materials for costumes (miscellaneous clothes, toilet paper, hats, aprons, belt, paper and colored markers etc)
Materials needed by students for this lesson.	They will use all the materials brought by the teacher.

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.
	<u>Introduction:</u>	“Has anyone ever been in a play? Well, today we are going to do some role playing!” You are welcome to create an outfit out of materials on the front table after you draw your role from the hat.”
	<u>Instruction:</u>	I will walk around the class with a hat and have students draw a slip of paper with a role on it. Students will have jobs such as president, teacher, judge, doctor, etc. Students will have to recall what they learned the last lesson to talk about their role. Students will see how each job is very different but has a purpose in society. I will be calling students up one by one to have them come to my camera and film a quick little video on DoInk about the power and importance their role has. I will let the kid find a background they want and then I will have them (in costume) say their lines. (I will make a movie out of all the students and the next day we will watch it. The next lesson will focus on why each job is vital in society and how they all work together to keep the peace. I will also send this out to parents to let them see what we are working on and how students were able to describe 20+ roles in society.)
	<u>Closure:</u>	I will tell them how proud I am of them and let them know they will see the final results of all their research tomorrow. They will have a quick write up about what they enjoyed about today’s lesson and what they want to be when they grow up.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could help them plan out what they are going to say so they are not timid in front of the camera. I could write their lines on the big whiteboard, so they are able to see and feel more comfortable.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could provide informational videos for kids who are struggling to remember what their person's role in society is.
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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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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