

Name MADI GOINS

Lesson Plan Template

Lesson Segment Focus DR. MARTIN LUTHER KING JR Lesson
2 of 3

Course & topic addressed HISTORICAL IMPACT OF MLK
Date 10/15/19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or community. Specifically we are going to learn about Dr. Martin Luther King Jr.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have talked about Rosa Parks in the previous lesson and will learn about JFK in the next.
Knowledge of students background (personal, cultural, or community assets)	Students have celebrated MLK Day

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.	Arkansas Department of Education Grade 3 AR H.12.3.4
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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?	I will work with my students to make learning this history lesson fun and be here if there is anyone who needs help.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Martin Luther King Jr., Civil Rights
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Materials needed by students for this lesson.	Ipads
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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	Introduction:	Ask students if they know who Dr. Martin Luther King Jr. is. Then ask what he did that was significant in history.
25	Instruction:	Have the students pull out their ipads and go to BRAIN POP. Have students watch various videos about MLK.
10	Closure:	Have students write a short paragraph about what they learned about MLK.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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>; <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>