

Name Molly James

Lesson Plan Template

Lesson Segment Focus BrainPOP Jr. Historical Lesson

Lesson 1 of 3

Course & topic addressed History, Contextualization

Date May 12, 2019 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.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	If we were talking about a certain famous person known for how they changed history, students could build on brainPOP with this knowledge. Ex) Rosa Parks, Susan B. Anthony, MLK.
Knowledge of students background (personal, cultural, or community assets)	My students could do this over a "history month" or a holiday.

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 one on one if they are not understanding the information to help improve their content learning. Something that helps several students are videos. We could watch videos on the historical person beforehand.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	History, contributions, community, analyzation
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Materials

Materials needed by teacher for this lesson.	Sheets of the lesson for the students
Materials needed by students for this lesson.	Their school iPads and a pencil

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 min	<u>Introduction:</u>	For the introduction, I will explain to my students what the lesson is for the day and which historical person we are learning about. I will pass out a sheet of paper with the questions on it. (the school work sheet) This will be the paper they turn into me at the end of the lesson.
20-30 min	<u>Instruction:</u>	For the instruction, I will tell the students to go to the “brainPOP jr.” app on their iPads. BrainPOP has a new segment every week over a historical figure, so, I will tell my students to watch the video over them, look at the facts over them, and take the quizzes that the app gives you. I tell them to record their scores on their school work sheet.
15 min	<u>Closure:</u>	At the end of the instruction, I will lecture to the front of the class about the historical figure’s life and legacy. I will ask them questions and let

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.
		them answer with what they learned. At the end, I will tell the class to turn in their papers to the tray.

Accommodations/Modifications

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

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The brainpop app has videos for students that learn through visual teaching, and I will also show videos in class. For the students that learn from lecture, I might also stand at the front and talk about the historical person and have pictures from their life to show them. I will also work with them one on one.
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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/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>