

Name Madison Martin

## Thanksgiving Lesson Plan

Lesson Segment Focus Thanksgiving

Lesson 1 of 1

Course & topic addressed Thanksgiving

Date 10/15/19 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn different factual information regarding Thanksgiving.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	There will not be any correlation to the previous lessons. This will just be a special lesson since the holiday is approaching.
Knowledge of students background (personal, cultural, or community assets)	Students should know what Thanksgiving is and some information about the holiday itself.

### 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.	H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them
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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?	Before starting the lesson, I will read the book called <i>The Pilgrims' First Thanksgiving</i> . This book was written by Elroy Freem and Ann McGovern. It tells the story of how the children of Plymouth Colony helped contribute to the first Thanksgiving celebration.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Pilgrim, Thanksgiving, America, Colonists, cornucopia, harvest, Indian, Mayflower, Native American, &amp; Plymouth Rock</b>
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## Materials

Materials needed by teacher for this lesson.	The book called <i>The Pilgrims' First Thanksgiving</i> , iPads for every student
Materials needed by students for this lesson.	None

## 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.
10 mins	<b>Introduction:</b> The reading of the book called <i>The Pilgrims' First Thanksgiving</i>	Before I read the book about Thanksgiving, I will ask the class to raise their hand to tell me anything that they know about Thanksgiving. After about 3-5 students, I will then continue to read the book.
15 mins	<b>Instruction:</b> Getting the iPads out	Once I am finished reading the book to the class, I will then instruct everyone to get an iPad from the charging dock and open up the app called "Total Recall." Here I will tell the students that they need to brainstorm different things pertaining to the holiday and will be creating a mind map of all the things they know about Thanksgiving. I will let them know that it can be anything from traditions that their family does during the holiday to the name of the ship that the pilgrims sailed over on. While they are all independently working, I will go around and see what they are all putting on their mind map just to get an idea of where their head is regarding the holiday. If anything looks incorrect, I will help the student fix it. After wards, we will then do the classic "hand-turkey" craft. We will print their word maps and use the bubbles as feathers.
10 mins	<b>Closure:</b> Hanging of the birds	When every student's turkey is complete, I will ask each one of them to bring their own to me in the hallway so I could hang them up for everyone to see.

**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/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>

