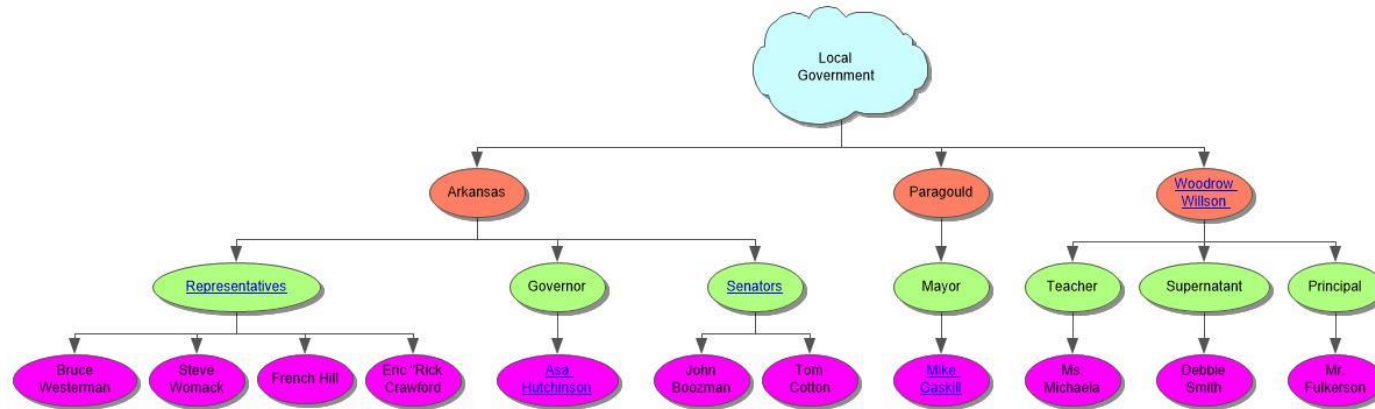


Lesson Plan Model¹



Lesson Title/#: Local Government C.1.2.2

Grade Level: 2nd Grade

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>Help recognize local government</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>C.1.2.2 “Describe roles and responsibilities of people in authority in local communities D2.Civ.1.K-2”</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The students will learn about who holds offices. We will discuss what each one of these people do and how they do it. We will look at each one of them with the links that I have provided for them after they get done filling out their own chart. They should try to find their answers on their own.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate’s submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>In prior weeks we will be talking about what government means. We have talked about how the local government is a lot like the American government. We have talked about people in positions that are in our web. They may not know exactly who are our representative but we will figure that out together.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>It will take about 10 minutes to get the children engaged. I will quickly go over what we have worked on the day before and I will tell them how we are putting our knowledge to use.</p>
<p>Instruction _____ Minutes</p>	<p>It should take the children 15 minutes to fill out their web. They will get the 15 minutes to do their web on their own. I will fill out the main idea and the three topics after that. They will be doing it all on their own. After they are done, and I will</p>

<p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>make sure they are all done. I will pull up my web and share it with all of them to pull up on their own and go to all the links to discover all there is to know about each person.</p> <p>I will ask them how they know this information and how our local government looks like the one compared to the United states government and how it is different.</p> <p>I will help them understand that it is the same just on a smaller scale.</p> <p>I will check their work before I give them their answers. I will make each student do this on their own so I will know that each student can do it on their own.</p>
<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to</p>	<p>I will spend the majorly of this lesson talking about what and where we see all the resemblances. We will also talk about what each of these people do and why it applies to them. I want the children to understand why government is doing what it is doing and why we have the system we do. I will apply this to my classroom by having our own classroom dissection about how it works for our classroom.</p>

<p>practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	
<p>Differentiation/Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>

<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>The students will be talking among themselves when I am helping other students. This will give them the chance to help one another. This will help them learn from one another.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students may not know all of the answers. Many students may need my help and cause the lesson to take longer than I have planned for it.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>All I will need is each student will need a computer and Inspirations</p>

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.