

## Lesson Plan Template

**Lesson Segment Focus: Countries bordering the United States**

**Lesson 1 of 1**

**Course & topic addressed: Canada and Mexico**

**Date: 11/26/18**

**Grade 2nd**

### Student Outcomes

Specific learning objectives for this lesson.	Teaching them all about the two countries around the United States.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is the first lesson
Knowledge of students background (personal, cultural, or community assets)	If students have ever been to these countries, they would know about it. They might have also talked about in lower grades.

### 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.	<b>G. 1.2.4. Identify and locate countries bordering the United States</b>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Mexico- Spanish, Mexicans, cultural</p> <p>Canada- Canadian, Cultural</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Mexico- Spanish, Mexicans, cultural</p> <p>Canada- Canadian, Cultural</p>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	My padlet board
Materials needed by students for <b>this lesson.</b>	Their computers

## 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> Using websites and activities to learn the countries	We will start off by talking the two different countries that boarder the United States. We will talk about the difference
45 mins	<b>Instruction:</b> Padlet Board	We will start by going over all of the cities in both Mexico and Canada. We will also talk about the two flags and how they are different from each other and how they are different from our flag. The children will explore their selves and talk do the activities on the board themselves. This will allow them to find out information on their own. This will also allow them to learn about their countries.
10 mins	<b>Closure: We will have a small discussion.</b>	I will tell them to turn in their boards and I will grade them and see what they understood.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will give a child less work if they need some accommodations. I will also read the board to them if they need some help.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>This will be teacher lead and individuals.</b>
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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>

