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## Lesson Plan Template

Lesson Segment Focus: Citizenship

Lesson 1 of 3

Course & topic addressed: Social Students and learning about Arkansas symbols

Date: 11/12/19 Grade: 1<sup>st</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn what the symbols of Arkansas are and the importance of knowing them.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know that they live in the state of Arkansas.
Knowledge of students background (personal, cultural, or community assets)	Majority of students in my classroom are part of the lower socioeconomic status. Many live in low poverty as well as with grandparents and other family members.

### 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>C.2.3.1</b> Explain the significance of state and national symbols, patriotic songs, and mottos
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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 hang posters around the classroom with the Arkansas symbols on them for students to look at.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"><li>• <b>Symbol</b></li><li>• <b>Mammal</b></li><li>• <b>Insect</b></li><li>• <b>Beverage</b></li><li>• <b>Diamond mine</b></li></ul>
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## Materials

Materials needed by teacher for this lesson.	eBook, black and white paper book, whiteboard and markers.
Materials needed by students for this lesson.	Pencils and crayons

## 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 minutes	<b><u>Introduction:</u></b>	Ask Students if they know what state they live in. Tell students that each state has symbols that represent the state. Ask them if they know any of Arkansas's symbols.
50 minutes	<b><u>Instruction:</u></b>	I will have students go sit on the carpet, so I can read them a book. I will read them the book that I made myself called, <i>Arkansas's Symbols</i> . After that, the students will go back to their desk where I will hand them their own book that is in black and white. On each page, I will leave the symbol blank (e.g., "The Arkansas state bird is the ____."). As a class, we will fill this out together. Once we fill out the book, I will give students time to color it in with crayons.
5 minutes	<b><u>Closure:</u></b>	I will ask students what they learned and have each of them tell me if they want to.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Students with hearing and vision impairments will be seated towards the front. I will give all students extra time to write the words down that I am writing on the board.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will speak with a microphone, so all students can hear me. I will answer any questions that students have and, I will walk around the classroom to make sure everyone is keeping up.
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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	Formative because students will be filling out their book as part of the lesson
	<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.	Have not learned yet
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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>;  
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