

Lesson Plan Model¹

Lesson Title/#: Branches of Government

Grade Level: 4th Grade

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Fourth grade students will learn and explain the three branches of Government. They will understand the members, the jobs, and the locations of each branch.
Content Standard What standard(s) are most relevant to the learning goals?	C.1.4.2 Examine responsibilities and powers of government officials at various levels and branches of governments.
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>Students will be able to use Inspiration 9 as a key tool to comprehend the three branches of Government. Understanding this content will help them for future projects, tests, and exams. By the end of this lesson, students MUST be able to describe each branch of government by stating their members, responsibilities, and the location/building in which they meet.</p> <p>Students can discuss in groups the specific jobs of each branch and explain what each job can do for our country as a whole. Students can also discuss the reason behind having three branches of government.</p>
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? 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?	Students should know that all three branches of government are helpful, meaningful, and important to the United States of America. Students must know that without any of these, our country could have trouble “running”. Each branch is in charge of different, and important, things that keep our country running smoothly. Students should already know or have somewhat of an idea of the names and how many branches of government there are in the U.S.

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>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>	
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Instructional Strategies and Learning Tasks

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

<p>Launch ____5-10____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>The lesson will begin with the teacher introducing the content. She will start by refreshing the students' mind on the names of each branch of Government.</p>
<p>Instruction ____15-20____ Minutes</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</p>	<p>The instructor will start to use the Inspiration 9 diagram of the Branches of Government. With the color boxes, artwork, and other parts of the software, the students will easily learn about the engaging content.</p> <p>Students will be able to connect with this content on a personal level by understanding the responsibilities of each Branch of Government. The instructor will give multiple examples on how all of the branches can benefit someone's everyday life. Students should recognize the names of the Branches whenever the instructor begins explaining the content. Students will then understand the importance of each branch.</p> <p>After giving the content to the students, the instructor will ask different questions such as: "Who is a part of the Executive Branch?" "Where do the members of the Legislative Branch meet?" "How can these branches help you, your family, and your school?"</p>

<p>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>With Inspiration 9, the students can look at the different Hyperlinks to understand the branches more in depth. This gives the students the opportunity to learn things in a different way. Learning the members of each branch can help the students understand all the different jobs and responsibilities that people in the Government have to do.</p> <p>After content is explained, the students will have the opportunity to create THEIR OWN diagram, similar to the one on Inspiration 9. It can be done in groups, using pencil and paper. This can also be a fun activity for the students to do; they can use colored pencils, doodle, and draw images that they think represent what the Branches do (such as draw the American Flag, the President, or the White House).</p> <p>With the web they are creating, the students are learning and explaining all in one class period. The instructor's job is to go around during the activity to answer any questions and ensure that the students are understanding the content given. Later, the teacher may decide to "pop-quiz" the students.</p>
<p>Structured Practice and Application ___10___ Minutes</p> <p>How will you give students the opportunity to 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>Students will use Inspiration 9 as an example to create their own diagram on paper. After they finish creating their diagram, the instructor has the chance to see how the students describe the branches of government (in the correct way), and correct them if needed.</p> <p>In their diagram, the students can give examples on how the Branches help us. They can be creative and use artwork, block letters, squiggly lines, and other doodles to make it more fun. The students are to work together to ensure that everyone is on the same page. Group work allows the students to hear everyone's thoughts and opinions.</p> <p>The instructor can determine if the students are meeting the intended learning standards by either quizzing them or having a group discussion. She can ask multiple questions or allow the students to give HER feedback on the lesson.</p>

<p>Closure ___5___ Minutes</p> <p>How will you end the lesson?</p>	<p>The lesson will be ended by the instructor asking (in group discussion) if there are any more questions about the content. The instructor can then decide whether the students need more practice by assigning homework.</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 learn the content from the instructor at the beginning of class. Once everything is out there for students, they will begin using partners or groups to create their own diagram of the Branches. This allows the students to learn new things from each other, while having fun and correctly completing the assignment.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If the students aren't able to put the content on their own diagrams, the instructor may decide to go back to individual work so she can explain the content in a different way for the students to understand.</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>The instructor will use Inspiration 9 for the Instruction. For group work, the students will be allowed to use pencil, paper, crayons, colored pencils, etc.</p>

Academic Language Demand(s):

<p>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?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

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

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

Resources:

Attach each assessment and associated evaluation criteria/rubric.