

Name Sydney McClung

## Lesson Plan Template

Lesson Segment Focus \_\_\_\_\_

Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to answer the science and social studies questions listed in the jeopardy game
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	students have previously learned the information that is required to answer all of the questions, this game will be used as a review
Knowledge of students background (personal, cultural, or community assets)	

### 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>3-PS2-1</b> <b>3-ESS2-2</b> <b>C.1.3.2</b> <b>C.1.3.3</b> <b>E.7.3.2</b> <b>G.9.3.3</b> <b>G.10.3.1</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>we will do one practice question together to help students understand how to play the game</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>force, government, simple machine, lever, mechanical energy, kinetics, ecosystem, rainforest, desert, salt water, temperate deciduous forest, executive branch, judicial branch, supreme court, veto, bill, work space, oval office, arkansas post, trading post, osage tribe, north west, south west, caddo tribe, crops</b>
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### Materials

Materials needed by teacher for this lesson.	powerpooint
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Materials needed by students for this lesson.	
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**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

Time	Instruction & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b>Introduction:</b>	Students will first be divided into two teams for the game
	<b>Instruction:</b>	We will answer one question together as a class to demonstrate how the game will work, then we will go back and forth between the teams letting them answer questions and gain points
	<b>Closure:</b>	At the end of the game we will tally up points and the winning team will get 2 bonus points on their next test.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	students will work as a team so that each student has an equal chance at winning
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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)Students will receive direction verbally, will visually see questions in the presentation
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students?	<input type="checkbox"/> Formative <input type="checkbox"/>	
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learning of the lesson objective/s (include type of assessment & what is assessed).	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.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>