

**Lesson Plan Model<sup>1</sup>**

Lesson Title/#: States/Capitols/President's/Flags- Jeopardy

Grade Level:4<sup>th</sup>**Learning Central Focus**

<b>Central Focus</b> What is the central focus for the content in the learning segment?	Review States, Capitol's, Presidents, About our home state Arkansas, and flag of other states.
<b>Content Standard</b> What standard(s) are most relevant to the learning goals?	<p>C.2.4.1 Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship D1.3.3-5</p> <p>C.2.4.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.3-5</p> <p>G.8.4.2 Use thematic maps (e.g., climate, political, topographical) and other geographic representations to compare physical and human characteristics of a region to those of another region in the United States and the interactions that shape them D2.Geo.2.3-5</p> <p>G.8.4.3 Construct maps and other graphic representations of Arkansas and the United States, including physical and human characteristics, title, legend, compass rose D2.Geo.1.3-5</p> <p>H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level D2.His.1.3-5</p> <p>H.12.4.4 Analyze the impact of individuals and events on the past, present and future D2.His.3.3-5</p>
<b>Student Learning Goal(s)/ Objective(s)</b> <b>Skills/procedures</b>	Be able to list all states on a blank map, long with capitols. Be able to list presidents in order and for bonus recognize flags of all the states.

<sup>1</sup> 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

<p>What are the specific learning goal(s) for student in this lesson?</p> <p><b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b></p> <p>What are the specific learning goal(s) for students in this lesson?</p>	<p>From previous lessons and from reading and reviewing for the past couple weeks, students should some grasp of all content that is on the jeopardy game. They will have made a list of presidents before and been reviewing songs for all the states/capitols, and the presidents to help them as a easier way to memorize the material.</p>
<p><b>Prior Academic Knowledge and Conceptions</b></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 <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>They should already be familiar with the states, capitols, and presidents from previous lessons. Reasoning and elimination skills will definitely come into play during the game and also by seeing pictures should be visual images that should be pictures or items they have seen before or have heard about during the lesson over this topic.</p>
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></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 <b>this group</b> 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.*

<sup>2</sup> 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>Launch ____5____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Tell students we are going to play Jeopardy as a review game. That they are going to be broken into teams and we will begin to play the game to review for the quiz.</p>
<p>Instruction ____10____ 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 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>I am going to take a couple minutes show them what it will look like to play the game in case they have never seen or played the game of jeopardy before. I will also have this displayed on the board, and also allow them to have their iPads out so they can have the board up close.</p> <p>During this time I also want to assign a score keeper for each team while playing the game.</p> <p>I think this is a great way to review and work together as a team to reason through and maybe even have someone teach you how they remember certain information.</p>

<p><b>Structured Practice and Application</b>          ____35 ____          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>We will go team by team to answer the questions on the board. We will also allow the other team to answer the question if the team before got the answer wrong. I also want the class to be thinking and working together.</p> <p>The questions that are on the jeopardy game will be questions similar to what is on the quiz so it will be a great visual review of what they can expect to see. I also allows them to ask questions and reason with their team mates to come up with the correct answer.</p>
<p><b>Closure</b>          ____5 ____          Minutes</p> <p>How will you end the lesson?</p>	<p>Wrap up that we have our last jeopardy and that they can access the link to the jeopardy game and that questions like what are on the game they will see again on their quiz/exam.</p>
<p><b>Differentiation/ Planned Support</b></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</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p>

<p>prior knowledge that is necessary to be successful in this lesson?</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><b>Student Interactions</b></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><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	
<p><b>Theoretical Principles and/or Research-Based Best Practices</b></p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	

<p><b>Materials</b></p> <p>What materials does the teacher need for <b>this lesson</b>?</p> <p>What materials do the students need for <b>this lesson</b>?</p>	
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**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>	
<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?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you <b>support</b> 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?</p>	

### 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	<i>Whole class:</i>  <i>Groups of students:</i>

make to your instruction?	<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.