

Lesson Plan Model¹

Lesson Title/#: State the States

Grade Level: 4th Grade

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	Review States, Capitol's, Presidents, About our home state Arkansas, and flag of other states.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<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>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures</p>	<p>Be able to list all states on a blank map, long with capitols.</p> <p>Be able to list presidents in order and for bonus recognize flags of all the states.</p>

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

<p>What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies²</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 within the State the States app. 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>Prior Academic Knowledge and Conceptions</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 these 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>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>	

Instructional Strategies and Learning Tasks

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

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>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>In this lesson I will have a PowerPoint with a list of states capitols and flags from all the states we will talk about some highlights of each and why each is important in making up the U.S.</p>
<p>Instruction _____ 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>We will start with asking what they know about their home state.</p> <p>Questions such as what is the state flower</p> <p>State jewel</p> <p>State tree</p> <p>State bird</p> <p>After the list of question we will go to kids.nationalgeographicArkansas and learn more.</p> <p>We will then do a short worksheet about Arkansas and matching game.</p> <p>I will then break them into groups or teams and we will play a jeopardy game based on our state.</p> <p>I want students to ask questions learn to work with their group and have fun while learning about their home.</p>

<p>Structured Practice and Application _____ 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>The app State the States will be where we go to first. I will give the class 15 minutes to get on the app and explore all the states after we have gone through the power point. I want them to use the app as review time to get to know their home state but also the other states.</p> <p>After we have reviews the app I will want to show the kids what our state flag looks like I will hand out a worksheet with history of the flag and how our flag came about and was designed. Next we will get to color the flag.</p> <p>I also want to do one last activity with the class and it is an Arkansas worksheet where the kids will answer questions so they will need their iPad and can work in their groups:</p> <p>So Arkansas Facts: Capital, Population, Largest City, Nickname, Year of Statehood, The Flower, ect... to make it fun and something that doesn't revolve looking at a lecture or PowerPoint and keeps them interactive with me and each other.</p>
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>At the end I will have them turn in all their sheets open up the class for questions or thoughts about what they learned, and also remind them that they can use the State the States app to review for the flag, State, and Capital quiz that they will be having that next week.</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>They will have group and individual interaction and work.</p> <p>I will do groups of 4 for the facts sheet</p> <p>Class in half for the Jeopardy game.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>I might have to take out the coloring if we are short on time and I may have to give hints or help on the game if teams are struggling.</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>PowerPoint, Jeopardy Game</p>

<p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Flag worksheet iPad for app Colors, paper, Pencils</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 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?</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

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

<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	
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Resources:

Attach each assessment and associated evaluation criteria/rubric.