

Name _____

Lesson Plan

Learning Segment Focus: Cause and Effect Lesson 1 of 1

Course & topic addressed: Social Studies- making decisions Date 9/17/2020 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will understand how to think about the choices they make.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students signed an AUP understanding class rules and consequences. This is an extension that will help reduce negative behavior in the classroom by understand how to make a decision.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This will help students outside of the classroom as well. This can be translated back home and into their community. This builds a foundation for how students will make choices later on in life.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>C.3.K.3 Discuss the importance of problem solving related to classroom issues D2.Civ.6.K-2</p> <p>C.3.K.1 Recognize the need for rules and consequences D2.Civ.12.K-2</p> <p>E.4.K.2 Explain reasons behind a personal decision D2.Eco.2.K-2</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p>Decision</p> <p>Consequences</p> <p>Positive</p> <p>Negative</p> <p>Cause/Effect</p>
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Academic language functions used in this lesson is mainly describe. Students must describe in detail the cause/effect of a decision.</p> <p>Language supports are included in the warmup and introduction. By seeing an example, students are able to connect vocabulary words with context clues and teacher lecture.</p> <p>All three aspects are supported due to vocabulary review, the spoken and written parts of the assignment, and the students writing their own example in the third row.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Projector/smart board Expo markers Pre-made web Printed web worksheet
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Printed web worksheet Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> Have the students share times they have make a hard choice. How did they make that choice? How did it effect other people? 	<p>Students should be at a voice level 0 unless called on after raising their hands.</p> <p>Students can sit in flexible seating, or find a comfortable spot.</p> <p>Call on students with raised hands.</p>
20	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> Define the vocabulary words with students. Review cause and effect with the pre-filled out section. Use students as examples. <ul style="list-style-type: none"> For example, John wants to throw his pencil to Emma. 	<p>Have students return to their desks.</p> <p>Students should be at a voice level 0 unless called on after raising their hands.</p> <p>Project web on projector. Review the pre-filled out section on how to make a decision.</p> <p>Ask them if they could add on anything else to the pre-filled out section.</p> <p>Have students answer the second row as a class. Before filling out a section, have the students quietly brainstorm with their table.</p> <p>Once the second row is filled out, play quiet music and have the students independently fill out the third row.</p> <p>Walk around the room and observe students.</p> <p>Once everyone is done, call on a few students to share out what they wrote.</p>
5	<p><u>Closure:</u></p> <ul style="list-style-type: none"> Relate this to the outside world. 	<p>Have the table leaders collect their tables papers and turn them in.</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<ul style="list-style-type: none"> • “How could someone use this outside of the classroom?” • “How will thinking through our actions help our classroom?” • “When can you use this at home?” 	Engage students in discussion. Call on students to answer prompted questions.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Students that need assistance could have parts filled out on their third row. For example, the “decision” would be filled out and they would just need to answer the other questions.</p> <p>They could be partnered up with another student to brainstorm ideas.</p> <p>Make flashcard with 2 different decisions and they can choose which one they want.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Auditory- participating in discussion. Scribble- writing answers on the worksheet. Visual- watching the teacher fill out the worksheet. Kinesthetic- sitting in flexible seating.</p> <p>Lesson is colorful to engaged students.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Having students fill out the third row.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Calling on students to answer questions in the warmup/closing.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Having students brainstorm for the second row.

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>https://ozobot.com/blog/why-we-need-more-decision-making-lessons-in-the-classroom</p> <p>Teaching decision making at a young age has many benefits. It helps students set goals, allows them to voice their opinions, and lets them feel more independent. It has been shown that these skills are lacking in education courses, but it can benefit the students by giving them real world lessons inside the classroom.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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steps?

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&q=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>;
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