

Name Tariane King

Lesson Plan Template

Lesson Segment Focus Civics/Government Lesson 2 of 2

Course & topic addressed Structure and Function; Branches of Government Date 09/01/2019 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none">- Learning about the branches of government; what they do, who they consist of, and what they control
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	<ul style="list-style-type: none">- The children learned in 3rd and 4th grade about the different branches of government and the responsibilities and powers of government officials in each branch
Knowledge of students background (personal, cultural, or community assets)	<ul style="list-style-type: none">- Children know some of the laws that are here and enforced today- The laws are somewhat like rules, so the children have an idea of how rules work and the consequences of them and can somewhat relate that scenario to government

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.	<ul style="list-style-type: none">• C.1.5.2 – Examine the three branches of federal and state government including checks and balances and separation of powers D2.Civ.5.3-5
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	<ul style="list-style-type: none">- Definitions will be given to the children to help them understand the meaning- I will give the children the first few minutes on their own to work and then I will walk around to make sure that everyone is understanding and working on pace
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Legislative Branch, Executive Branch, Judicial Branch, checks and balances, government, law, veto, bill, impeach
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Materials

Materials needed by teacher for this lesson.	Computer, projector, Inspiration, Internet
Materials needed by students for this lesson.	Computer (provided by school), Internet, Inspiration

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> - Explain to the students the activity and what they will be doing 	<ul style="list-style-type: none"> - I will explain to the children how to pull up Inspiration and how to fill it out
35-40 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Demo how to fill out the Inspiration template - Go to the website - Read the information - Fill out the template 	<ul style="list-style-type: none"> - I will then show the children an example of what I expect for the answers on the template and how they will turn it in to me - I will show the students how to access the website through the hyperlink - There are little notes on some of the vocabulary words on the website - The children will be following along with the demo - The children will read the website I had provided through Inspiration to get the information to fill out the template (very short) - The children will fill out the template

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	Closure: - Turn it in	- I will show the children through the projector how to turn I the template to me the correct way

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try) - I can go over the vocabulary words and the concept of the lesson plan with the child or children before class, so that they may get a head start if they need to understand better. - Add visuals for the children to help with their learning.
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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) - Visuals - Pre-teaching - Meeting with the specialist before the lesson is taught in class, so that they can go over it with the child also - Share my lesson plans and activities with the specialist, so that she may be able to help and give tips on modifications for myself
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Assessments: Formative and/or Summative

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).	<input type="checkbox"/> Formative / <input type="checkbox"/> 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.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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