

Name: Teagan Russell

Lesson Plan Template

Lesson Segment Focus: Functions of the Government

Lesson 1 of 1

Course & topic addressed : Social Studies

Date: 12/03/2019

Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to discuss the functions of our government.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We will have previously discussed people who hold vital roles, and those people that hold positions of authority.
Knowledge of students background (personal, cultural, or community assets)	Some students may be from other areas, and do not share the same functions in their 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.	C.1.1.3 Discuss the functions of a government.
--	---

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?	In order to assist those students who need help understanding key academic language, I can place vital vocabulary words on take home newsletters so that they can work on the vocabulary terms at home. I will also place these vocabulary words around my classroom; on the word wall, on the board, etc.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Government Union Justice Tranquility Welfare Posterity
---	---

Materials

Materials needed by teacher for this lesson.	Smartboard/ Board & Projector Preamble Video Functions of Government Video
Materials needed by students for this lesson.	Functions of Government Worksheet Scissors Glue

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	<p><u>Introduction:</u></p> <p>“The Preamble”</p>	To begin the lesson, I will play the Schoolhouse Rock! Preamble video. This video will get students interested, and ready to learn. After we finish the song, the students will get set into their chairs, and prepare for the beginning of the lesson.
25	<p><u>Instruction:</u></p> <p>Functions of Government Video</p> <p>Functions of Government Worksheet</p>	<p>I will start off the lesson by asking students if they know what a government is. Students should give legitimate and serious answers, helping other students possibly ask questions, or dig deeper into the answer. I will then discuss what a government is, along with the supposed ‘functions.’ I will point out that the functions of our government are pointed out in the Preamble to our Constitution. I will then pull up the Function of Government iMovie that I created. As we go through the video, students will be handed a storyboard from the video, so that those who have trouble paying attention/ seeing the board, won’t have issues while the video is playing. After the video is complete, students will grab their safe scissors, and glue from their cubbies. After gathering their materials, students will take a seat and wait for further instructions.</p> <p>I will then pass out the Functions of Government worksheet to each student. I will instruct the students to cut out the bottom 8 squares, and glue them to where they believe it fits (establish order, protect, manage conflict.)</p> <p>After students complete the worksheet, they will turn it in, and clean up their area.</p>
5	<p><u>Closure:</u></p>	After students clean up their desk and sit back down, I will once again ask them what they believe a government is. Throughout the duration of the video, they should have gotten a few new things to add to the discussion.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
--	--------

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
--	-------

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.	
--	--

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>
---	---------------------------------------

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Preamble Video- https://www.youtube.com/watch?v=0EfnNUt_nwY

*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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.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>