

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> Third		<b>Subject:</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> C.3_5.1 Compare and contrast the responsibilities and powers of government officials at various levels and branches of government.		<b>Differentiation</b> <b>Below Proficiency:</b> Eliminate one of the sections so they do not have to make a decision between 2 instead of three. <b>Above Proficiency:</b> Give the students the harder terminology to put on the posters <b>Approaching/Emerging Proficiency:</b> Emphasis the context clues so that the student can find where it goes. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Watching the pictures describe in the show.</li> <li>• <b>Auditory:</b> Listening to the teacher discuss if it</li> <li>• <b>Kinesthetic:</b> Touch and manipulate the stickies</li> <li>• <b>Tactile :</b> Walk up and put it on the board.</li> </ul>	
<b>Objective(s)</b> Students will be able to compare and contrast the responsibilities and powers of government officials at various levels and branches of government.  <b>Bloom’s Taxonomy Cognitive Level:</b>  Understanding		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)  Follow the expected behavior of Mrs. Williams classroom.	
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) Students will go up to the board and triples to place their sticky note.			
<b>Minutes</b>	<b>Procedures</b>		
1 minute	<b>Set-up/Prep:</b> <a href="https://www.youtube.com/watch?v=OvwIRTYvU8o">https://www.youtube.com/watch?v=OvwIRTYvU8o</a>  Prepare anchor charts that have a branch of government Legislative, executive		
6 minutes	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)  WE are going to go through and sort all of the things that fall under each branch of government but first I am going to students put there slip under the branch of government they think it goes in kind of as a preassessment.		
5 minutes	<b>Explain:</b> (concepts, procedures, vocabulary, etc.) Discuss with them that the sort we did was to see if they know anything about the three branches of government Watch video <a href="https://www.youtube.com/watch?v=OvwIRTYvU8o">https://www.youtube.com/watch?v=OvwIRTYvU8o</a>		
5 minutes	<b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)  After watching the video, I will hand out slips of paper again to see what they learned from the video  Check to see if they placed them in the right spots  Talk about what it means to have the different terms under each branch		

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<b>2 minutes</b>	<b>Review (wrap up and transition to next activity):</b>  Put things away and wait quietly with their head down on their desks	
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"><li>Progress monitoring throughout lesson (how can you document your student's learning?)</li></ul> Based on how the students do placing the sticky notes under the right section.	<b>Summative Assessment (linked back to objectives, END of learning)</b>	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> <p>The lesson in total took from 9:10- 9:55. The lesson was originally supposed to go from 9:10-9:40. I ended up going over the terms with them after they placed them the second time because I realized they needed to know more than the video taught them. I also was not completely sure if they have heard about the three branches of government before. I need to make sure I know what to call out if they are not listening so that I can bring them back in. I messed up on the count because I started with three instead of starting with one. I also need to start out by saying we are going to guess where all of the sticky notes go. When I started this time, I just said we are going to place the sticky notes and then I got a bunch of questions about what we're doing and that they didn't know what was on there sticky note. First, start with its okay if you don't know it because we haven't talked about the information yet. I dismissed the students in groups of three and that seemed to be enough space for everyone to walk up to the board in a controlled manner. When I messed up on the thing that I tried to call out it made me feel a little small I was like shoot now they are going to laugh but it ended being ok and the students respected that I was new to the whole thing. At first, I had most of the same students answering the questions, but as we went along in the lesson and started connecting the dots their faces would get that little glow to it and that's how I knew they were getting the right answer. They got excited when they got the trivia correct at the end of the video. When the lesson got past that 30-minute mark I could tell that I was starting to lose a little bit of their interest. I was able to recover after I had the students raise their hands to ask questions if they did not understand their sticky note. A few things I would change is this would turn into a week lesson and there would be more time to go through the terms and the students could role play the three branches of government. They would also get time to go through and define terms slowly throughout the week instead if all at once.</p>		