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EDUC 5311

9/2/19

**Lesson Plan 1**

**Lesson Title/Topic:** 5th grade Social Studies/3 branches of government

**Standards:** TEKS 5th grade Social Studies curriculum 113.16 (b)16

CCRS Social Studies curriculum 1C

ELPS 74.1a 1D

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| **Learning Objective:** Students will write an outline detailing each branch using the knowledge they learned in class and follow the grading rubric with 90% accuracy  **(8 pts)** |
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| **Lesson Cycle:** **(Direct instruction)** |

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| **The teacher will:** | **The student will:** |
| **Focus (Hook, Mental Set):** I will put three pictures to represent three the branches of government. After showing the pictures, I will then ask the students questions in regards to what picture matches what branch. | Respond appropriately with what branch they believe best represents the picture shown in the powerpoint.  **TPR: Students will have the ability to use a physical object at their desk to provide their knowledge of what each branch of government represents (Paper for legislative, suit tie for executive, rubber hammer for judicial).** |
| **Instructional Delivery (Teacher Input):** I will review what the 3 branches of government are and explain briefly what are the basic functions of each branch..  **Differentiation: I will have a jeopardy styled format for the students to review what the 3 branches of government are.**  **Accommodation: One student has severe symptoms of ADD. I will place them at a desk in the front so that I can keep them on track easier during my lecture.** | Recite what they remember the 3 branches of government being from our previous lesson. Students who correctly answer questions when called upon will receive a piece of candy for a reward.  **Students will answer questions in a similar fashion to answering a jeopardy question on the game show.** |
| **Guided Practice:** I will instruct the students to name the 3 branches of government from the previous class, then write them down on the white board in order to start describing each branch and their basic functions.  **SIOP: I will give re-direct students to prior lessons from earlier in the school year, which involved the establishment of the government we have today by writing the Constitution of the United States.**  **(10 pts)** | Each student will give me one example of what they think is a correct function of an individual branch of government. A correct answer will be written on white board, and incorrect answer will receive feedback as to why that is incorrect. Every student will participate in this process. |
| **Independent Practice:** I will then place the students in three groups to represent each branch and hand them an outline to fill out for each branch of government collectively as a group.  **Differentiation: I will label each table as one of the three branches of government, then assign students to a table based on a certain branch. Once the tables are balanced with the correct amount of students, I will give the students notecards to write down information about each branch of government. Once they have time to write down enough information as a group, the three groups will individually give a presentation describing the function of their branch of government along with examples for the purpose of each branch as well.** | Students will then discuss amongst their respective peers in their assigned group what they believe is a responsibility or a function of their respective branch, then write that out on their outline they received in their group.  **Students will be placed into three different groups in order to represent a branch of government. Once they are seated with their fellow peers, the three groups will have adequate time to write down information about their respective branch on notecards that I hand to them. Once the time is up, they will then be called as a group to give a presentation as to what their group discovered about their respective branch. What are their purposes? How do they function? Name some examples, etc.**  **Accommodation: One student writes at a slower pace than other students, leaving them having to take the work home for homework. I will allow the student an in-class laptop for them to type their outline with, that way they can keep up with the other students in their group.**  **Modification: One student is intellectually disabled with an IQ around 75. I will work with them individually to describe the 3 branches in a simplified manner (President, Congress, and Judges) in order to give them the basic information. I will then ask them to write down the key person in each branch in order for them to understand just the basic information of the material.** |
| **Closure:** I will review what we talked about briefly by creating ‘Jeopardy’ like questions to correlate with the material discussed. Once that is done I will assign homework for the evening discussing the 3 branches of government.  **(4 pts)** | Students will then respond by raising their hands when they know the answer. Once they are called upon, they will give their responses. If they are correct, we go to the next question, if not, we stop and review briefly what the correct answer is.  **CALLA: Students will write a brief summary over what they learned about the 3 branches of Government. In particular, they will describe what each branch of government does in one complete sentence. They will turn in their piece of paper for me to assess their knowledge of the material before moving on to the next lesson on our next school day.** |

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| **Options (3 pts):** |  |
| ***Enrichment:*** | ***Reteach:*** |

**As far as an environmental differentiation strategy, if there are students who are not quite understanding the material that I am teaching, I will work with them as a group so that they do not feel alone. I believe that students who learn at a different pace may still learn well given the circumstances. If they are placed together as a group, then they can relate to each other easier and be comfortable learning together. If there is only one student who is still struggling, I will work with them during the allotted times that allow me to work with students one-on-one. Whether it be after school, or even recess for that matter, I will make the time to work with them individually so that they will succeed despite their learning differences.**