

DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION ELEMENTARY LESSON PLAN TEMPLATE

Teacher Candidate Natalie Belka

Grade Level 2nd Title Utah State Symbols

CONTEXTUAL FACTORS (classroom factors)	
13 girls	1 ELL Student
11 boys	10 (1)GATE students
1 IEP	1 Student that is near sighted.
2 (1) Behavioral Plans	

WALK-AWAY (what do I want students to know, understand, and be able to do)
<p>Language Arts Standard 1, Objective 2, developing language through viewing media and presenting.</p> <p>Social Studies Standard 2, Objective 3b, Identify Community and state symbols, documents and landmarks.</p> <p><u>Content Walk-Away (SIOP: content objective)</u></p> <p>I will have a better understanding of my state Utah and learn the state symbols such as; the state bird, song, tree, nickname, flag and motto.</p> <p><u>Language Walk-Away(SIOP: language objective):</u></p> <p>I will express my knowledge about Utah and symbols through an oral presentation.</p>

ASSESSMENT EVIDENCE (formative/summative checks for learning)	Modifications/Accommodations (ELL, IEP, GATE, etc.)
<p>The first assessment will be a short formative assessment. In this assessment I will be giving a pre-test that will measure the student's knowledge regarding Utah symbols and the basic history of Utah.</p> <p>The Final Assessment will be a summative assessment. Each group will get up and orally present their poster of their state by first identifying the Utah symbols such as the state name, flag, motto, flower, tree, animals, fruit, seal, nickname, industries, and the state mineral. Then they will also pick an interesting fact about Utah and describe it.</p>	<p>ELL student will sit with Roger(a fluent, bilingual in both Spanish and English) throughout this lesson.</p> <p>IEP student will have an aide to assist in reading her assessment because that's where she struggles the most.</p> <p>Near sighted student will be moved to the front of the classroom so she can see.</p> <p>Behavioral Students will be placed in opposite groups and in a group that is really productive that will motivate and help him stay on task.</p>

ACTIVE LEARNING PLAN	Modifications/ Accommodations (ELL (indicate SIOP feature), IEP, GATE, etc.)
<p><u>Building Background/Interest</u></p> <p>The students will be given a pre-test to see what they know about Utah. This will also be used as a tool to compare the improvement that will be made by the end of this unit.</p> <p>Hold up different signs of different brands or food places and see if the students can identify them. For instance, the Nikey sign, “golden arches”, stop sign, a thumbs up, ect...</p> <p>Express to the students the purpose of symbols and what they represent. Then I will relate and tell the students that Utah has different symbols that represent parts of it’s history and that by knowing the symbols will give a good brief insight into the history of that state.</p> <p><u>Focus Lesson (“I do it”)</u></p> <p>I will then read the students the book, <i>My First Book about Utah (The Utah Experience)</i>, by Carole Marsh and Debbie Stevens. This book is really good because it is an introductory book and will inform the students about Utah’s basics such as; Utah's state nickname, seal, song, bird, motto, flag, regions, industries, neighbors, and weather, plus an intro to Utah history. Then I will point out the main points that are going to further be expounded upon.</p> <p><u>Guided Instruction (“We do it”)</u></p> <p>As a group we will come up with the most important facts about Utah that we came across in the book and create flash cards to help us remember what those facts are.</p> <p><u>Independent (“You do it alone”)</u></p> <p>Each person will have their own set of flash cards that they have to finish. Then they have to personally sit down somewhere in the room and study their flash cards. When they have passed off the flashcards to at least 3 peers and have them sign them off, they can then come pass it off to me.</p>	<p>-Make sure IEP student is understanding by having her aide quietly reading her the questions.</p> <p>-Here I will definitely want to incorporate symbols in the students’ lives that will be of interest to them. That way I can capture the attention of the 2 behavioral students along with the others.</p> <p>-Make sure there are good pictures and visuals so the ELL student will have a better understanding.</p> <p>-Student with the seeing disability will be seated up close for good view.</p> <p>-While reading, first I’ll make sure the behavioral kids are sitting in an appropriate spot, then I will make sure to be clear while reading and accenting the important facts to help not only everyone, but also my IEP student.</p> <p>-I will create pre-made flashcards with pictures on one side for students that are visual learners and to help the students stay focused and organized.</p> <p>-GATE students will have more detailed flash cards and a greater amount to memorize.</p> <p>-The students will have a card that three different students must sign before passing off with me. I need to be aware of ways the students can be off</p>

*When finished with that they students have a variety of Utah books to look through as well as different activity worksheets that can be done until everyone is finished passing off their flash cards.

Collaborative/Cooperative (“You do it together”)

After everyone has passed off their flashcards I will then divide everyone into teams of 4. In these teams they have to create their own presentation about Utah State symbols, depicted on a poster with drawings. They have to identify the state name, flag, motto, flower, tree, animals, fruit, seal, nickname, industries, the state mineral, and an interesting fact about Utah. Then as a group they will present orally in front of the class. Explaining in detail the things contained on their poster. Every member of the group has to participate in the presentation dividing the talking time equally amongst one another.

Summarization

After the students have participated in this lesson and the activities they will have a better understanding of symbols and what they are, especially when speaking about Utah. In their reflection journal they will write a paragraph about what they learned about Utah and how they gained knowledge about the history of Utah through the symbols that have been learned.

task, and make sure to have specific procedure strategies to help the students succeed.

-I will purposely place the IEP student, the behavior students, and the ELL student in groups where they can be the best workers and learners.

-All students will accommodations will be placed in specific groups to meet their needs and to help them succeed.

-IEP student needs to participate in the presentation even though her reading skills are rough. Her aide will help her memorize her part so she knows it when presenting in front of the class.

-All students can participate In the journal reflection ELL student will have the directions clarified by Roger, IEP will have her aide to help, and the student who is near sighted will of course be close so she'll be able to read and follow directions effectively.

-GATE students will write two paragraphs and in the second paragraph pick a symbol and write about their opinion and discuss why they think it's one of Utah's Symbols.

NOTES TO TEACHER

What do I need to remember to do?

Get all the materials ready, know the procedure instruction I will use.

Materials to have ready?

The Pre-test, the book, *My first book about Utah*, pre-made flash cards and other material that will be needed for them, posters for group presentations, markers, and books and activity sheets about Utah.

Approximate time needed for lesson? 30-45 min

Process differentiation shown in purple.

Product differentiation shown in red.