

Lesson Plan

Teacher Candidate Name: Jocelyn Frierson ◆ 3rd Grade
Date of Lesson: Thursday, April 26th, 2016
Lesson Topic: National Landmarks - <i>The White House, Lincoln Memorial, Washington Monument, US Capitol Building, and The Statue of Liberty</i>
CA Content Standards - History–Social Science → <u>Continuity and Change</u> ◆ <i>Standard 3.4 - Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</i> 3. Know the histories of important local and national landmarks , symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
Lesson Objectives: → Students will be able to ◆ <i>Identify national landmarks</i> ◆ <i>Describe the significance and/or purpose behind national landmarks</i>
Co-teaching approach(es): The teacher candidate will be taking on a lead role, while the cooperating teacher will take on a supportive role. Within the supportive role the cooperating teacher will provide support through redirecting off task students, assisting in progress monitoring, and passing out any needed materials.

Phases of the lesson	How you plan to deliver instruction, teach the students, using each phase of the lesson.
Anticipatory Set How are you going to focus students? Motivate? Give Students Rationale for your lesson.	Whole Class - At Desks → <u>Focus and Motivate Students</u> ◆ The teacher will pass around pictures of herself or that she took at the various national landmarks. The teacher will explain that students will be learning about the landmarks in the pictures. → <u>Rationale for Lesson</u> ◆ As the teacher is showing the students the pictures, the teacher will explain to students that in United States of America there are a variety of places that are very well known and can be seen in movies, art, books and on money. The teacher will elaborate by saying that it is important for students to learn these places so that they can recognize them throughout their lives and understand why they are important to history.
Transition	**Teacher will transition students to the carpet**
Teach to Objective How are you going to teach to the	Whole Class - On Carpet → <u>Vocabulary Introduction</u> ◆ The teacher will introduce the words landmark, memorial, and

<p>objective? Model the skills? Provide Examples? Student Involvement?</p>	<p>monument to the students using an Anchor Chart as a visual scaffold.</p> <ul style="list-style-type: none"> → <u>Introduction of Landmarks</u> <ul style="list-style-type: none"> ◆ The teacher will introduce each landmark and discuss the significance to the nation and facts about the landmark (e.g. <i>The White House, Lincoln Memorial, Washington Monument, US Capitol Building, and The Statue of Liberty</i>). The teacher will use an Anchor chart to provide students with information and a visual representation of the landmarks. ◆ The teacher will also provide students with a virtual tour of each landmark on the projector and engage students by asking them to guide the tour when possible. → <u>Modeling</u> <ul style="list-style-type: none"> ◆ The teacher will model how to use the Anchor Chart and other cognitive processes to identify the landmarks. The teacher will also model how to make inferences to figure out the significance of each landmark.
<p>Guided Practice What is it going to be? How are you going to check for understanding?</p>	<ul style="list-style-type: none"> → <u>Formative Assessment - Progress Monitoring</u> <ul style="list-style-type: none"> ◆ The teacher will check for understanding by asking students to decide what national landmark corresponds to visual it statement. The teacher will show students pictures, facts, and/or statements and ask students to think about the corresponding national landmark. The teacher will provide students with time to think and share with a partner before asking students to chorally response.
<p>Independent Practice How will this occur?</p>	<ul style="list-style-type: none"> → <u>Summative Assessment</u> <ul style="list-style-type: none"> ◆ The teacher will ask each student to think about which national landmark they believe has the most significance and why. The teacher will remind students that there is not wrong answer and that this is an opinion. ◆ The teacher will ask students to take out the journal and write about which landmark they believe has the most significance and why. Students will also need to include a description of the national landmark chosen. ◆ This independent practice activity will serve as a Summative assessment. This assessment will assess the students' ability to evaluate national landmarks by selecting a landmark to describe and explain the significance.
<p>Closure How are you and the students going</p>	<p>Whole Class</p> <ul style="list-style-type: none"> → <u>Revisiting Learning Objectives</u> <ul style="list-style-type: none"> ◆ The teacher will remind students what they

<p>to summarize the learning? It should relate back to the objective.</p>	<p>accomplished during the lesson by briefly discussing the national landmarks. The teacher will ask each student to share with a partner which landmark they would want to visit and why.</p>		
<p>Assessment What criteria will you use to judge student success?</p>	<p>Evaluation Criteria → Summative Assessment</p>		
	<p>Score</p>	<p>Meeting</p>	<p>Developing</p>
	<p>Grading Criteria</p>	<p>Student is able to select a national landmark, describe the landmark, and explain its significance.</p>	<p>Student is able to select a national landmark, but struggles to describe the landmark, or explain its significance.</p>