



CCPS Lesson Plan Template

Purpose: To establish expectations for developing, implementing, and evaluating lesson plans to support the delivery of explicit instruction to improve student achievement and success.

Teacher: Tiffanie Barner	Period(s)/Time: HP: Monday/Wednesday Gifted Resource: Tuesday/Thursday	Date(s): September 12th – 16th, 2016
Unit of Study/Topic: Week 3: HP: Complete Pre Assessment/Figure It Out Gifted: We the People (Government/Elections)		

	Monday	Tuesday	Wednesday
Lesson Standards	<p>MGSE1-2OA1: Use addition and subtraction within 100 to solve one & two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g. by using objects drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Gifted Strands Problem Solving, Critical Thinking</p>	<p>SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.</p> <p>a. Explain why in the United States there is a separation of power between branches of government and levels of government.</p> <p>b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).</p> <p>c. State an example of the responsibilities of each level and branch of government.</p> <p>Gifted Strands: Problem Solving, Research Skills</p>	<p>MGSE3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MGSE5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>Gifted Strands Problem Solving, Critical Thinking</p>
Direct Explanation	<p>TTW review the standard, vocabulary, learning target, assessment & significance of learning using the language of the direct explanation script using a PowerPoint.</p> <p></p> <p>Sample Explicit Instruction Powerpoint</p> <p>Vocabulary: addition, subtraction, comparing, equation, unknown, symbols</p>	<p>TTW review the standard, vocabulary, learning target, assessment & significance of learning using the language of the direct explanation script using a PowerPoint.</p> <p></p> <p>Sample Explicit Instruction Powerpoint</p> <p>Vocabulary: President, Governor, Mayor, executive, legislative, judicial, National, State, Local</p> <p>TTW pre-assess to gauge student's prior knowledge of the branches of government.</p> <p>Beginning-identify the three levels of government (national, state, local).</p> <p>Developing (Bronze Medal):- identify the three branches (executive, legislative, judicial) in each level of government, including the names of the legislative branch (Congress, General Assembly, county commission, or city council), or define separation of powers</p> <p>Proficient (Silver Medal)-give examples of the responsibilities of</p>	<p>TTW explain the standard, vocabulary and learning target.</p> <p>Vocabulary: equations, parenthesis, unknown, reasonableness, mental computation, estimation</p> <p>TTW allow students time to complete last week's constructive response assessments.</p>

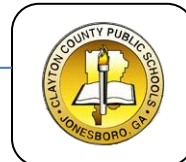
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		each branch (executive, legislative, judicial) of government Distinguished (Gold Medal)- explain the reasons for the separation of powers among branches and levels of government	
Explain what students should know and be able to do and how they will be assessed.	Learning Target: I can use different strategies to solve real world equations.	Learning Target: I can explain the responsibilities of each branch of government.	Learning Target: I can use different strategies to solve real world equations.
Modeling the Lesson's Concepts			
Demonstrate the knowledge and skills for the lesson's concepts.	TTW model using the ACT IT OUT strategy with the following problem: 1 chick has 2 legs. 2 chicks have 4 legs. If there are 12 legs, how many chicks?	TTW model & guide students through note-taking on the branches of government from Learning Adventures on the Ben's Guide Website: https://bensguide.gpo.gov/ Students will take notes in their learning logs by creating a foldable.	TTW model using the ACT IT OUT strategy with the following problem: Kate, Pete, Joan, Amos and Paul are 5 finalist in the Main Street School Spelling Bee. Before the final round of the bee, each student must shake hands with every other student. What is the total number of handshakes?
Guided Practice with Feedback			
Provide students with opportunities to practice the concepts and skills with teacher guidance and corrective feedback.	Students will work in groups practicing the ACT IT OUT Strategy using manipulatives with the following problem: 1 truck holds 3 cars. If there are 12 cars, how many trucks do we need? TTW provide assistance to groups with questions to think about as they work.	Students will work in groups to sort icons that represent the various levels of government.	Students will work in groups practicing the ACT IT OUT Strategy using manipulatives with the following problem: Which is worth more: 30 centimeters of quarters side by side or 60 centimeters of dimes placed side by side? About how much more? TTW provide assistance to groups with questions to think about as they work.
Independent Practice			
Allow students to practice the concepts independently using the lesson's skills, language, and/or practices.	TSW complete 2 problems using the ACT IT OUT Strategy. 1. 1 wagon has 4 wheels. 1 bicycle has 2 wheels. If there are 10 wheels, what can you have? 2. 7 balls are in one box. 1 ball is in another box. Move some balls so each box has the same number of balls.	TSW play BRANCH-O-MANIA on the Ben's Guide Website to practice understanding the roles of each branch of government.	TSW complete 2 problems using the ACT IT OUT Strategy. 3. Miguel has 3 times as many model cars as Paula. Both children have an even number of cars. Together they have between 20 and 30 cars. How many cars does each child have? 4. There were 12 boys who lived near the Grange Golf Course. As a team, the boys found and sold golf



			balls as his number. Each even numbered boy sold 1 ball. So, Boy 1 found 1 ball, Boy 3 found 3 balls, Boy 5 found 5 balls, and so on. Boys 2, 4, 6, 8, and 12 each sold 1 ball. When the 12 boys were finished, how many golf balls were not sold?
Review/Assessment of Standard and Learning Objectives			
Perform an assessment of students' knowledge and skills.	<p>TTW evaluate students understanding and use of the strategy from the 2 independent practice problems.</p> <p>√+ (Gold Medal): Student has exceeded the expectation by using the acting out strategy to find the correct answer, being able to explain how they used the strategy, and drawing a picture of how the strategy was used</p> <p>√ (Silver Medal): Student has met the expectation by using the acting out strategy with manipulatives with the correct answer for at least 1 of the problems.</p> <p>√- (Bronze Medal): Student has not met the expectations by demonstrating a lack of mathematical understanding, displaying difficulty using the acting out strategy with manipulatives, or not completing the assignment.</p>	<p>Pre-Assessment Graded by the ALDS scale described above.</p> <p>Lesson Progress will be assessed through a the three W's: Students discuss or write</p> <ul style="list-style-type: none"> • What did we learn today? • So What?(relevancy, importance, usefulness) • Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going) 	<p>TTW evaluate students understanding and use of the strategy from the 2 independent practice problems.</p> <p>√+ (Gold Medal): Student has exceeded the expectation by using the acting out strategy to find the correct answer, being able to explain how they used the strategy, and drawing a picture of how the strategy was used</p> <p>√ (Silver Medal): Student has met the expectation by using the acting out strategy with manipulatives with the correct answer for at least 1 of the problems.</p> <p>√- (Bronze Medal): Student has not met the expectations by demonstrating a lack of mathematical understanding, displaying difficulty using the acting out strategy with manipulatives, or not completing the assignment.</p>



	Thursday	Friday
Lesson Standards	<p>SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.</p> <p>a. Explain why in the United States there is a separation of power between branches of government and levels of government.</p> <p>b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).</p> <p>c. State an example of the responsibilities of each level and branch of government.</p> <p>Gifted Strands: Problem Solving, Research Skills</p>	<div> <p>Testing Potential Students</p> </div>
Direct Explanation	<p>TTW review the standard, vocabulary, learning target, assessment & significance of learning using the language of the direct explanation script using a PowerPoint.</p>  <p>Sample Explicit Instruction Powerpoint</p> <p>Vocabulary: President, Governor, Mayor, executive, legislative, judicial, National, State, Local</p>	
Explain what students should know and be able to do and how they will be assessed.	Learning Target: I can explain the responsibilities of each branch of government.	
Modeling the Lesson's Concepts		
Demonstrate the knowledge and skills for the lesson's concepts.	TTW model & guide students through note-taking on the branches of government from Learning Adventures on the Ben's Guide Website: https://bensguide.gpo.gov/ Students will take notes in their learning logs by creating a foldable.	<div> <p>Eligibility Meetings</p> </div>
Guided Practice with Feedback		
Provide students with opportunities to practice the concepts and skills with teacher guidance and corrective feedback.	Students will work together to sort icons that represent the various levels of government.	
Independent Practice		
Allow students to practice the concepts independently using the lesson's skills, language, and/or practices.	TSW play BRANCH-O-MANIA on the Ben's Guide Website to practice understanding the roles of each branch of government.	
Review/Assessment of Standard and Learning		

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Objectives		
Perform an assessment of students' knowledge and skills.	<p>Pre-Assessment Graded by the ALDS scale described above.</p> <p>Lesson Progress will be assessed through a the three W's: Students discuss or write</p> <ul style="list-style-type: none">• What did we learn today?• So What?(relevancy, importance, usefulness)• Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)	