



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

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**Section 1: Lesson Preparation**

<b>Teacher Candidate Name:</b>	Maryanne Lanier Dixon Jones
<b>Grade Level:</b>	7
<b>Date:</b>	February 25, 2023
<b>Unit/Subject:</b>	ELA/Comprehension
<b>Instructional Plan Title:</b>	My Country, My Rights!
<b>Lesson Summary and Focus:</b>	Lesson 2: Read and Comprehend from the Unique learning system, Middle School Government, My Country, My Rights! <i>Eric's Rights, Eric's Choices</i>  Lesson – Activity 1: students will answer 5 questions.  Activity 2: Comprehension
<b>Classroom and Student Factors/Grouping:</b>	Students have IEPs and are currently below grade level in Reading and Comprehension. Students are grouped according to their assessment level in reading and comprehension.
<b>National/State Learning Standards:</b>	CEC 1.0, CEC 1.1, CEC 1.2, CEC 3.0, CEC 3.3, CEC 4.4, CEC 5.0, CEC 5.2, CEC 5.3, CEC 5.4, CEC 5.7, IGC. 5.K1, IGC.5. S25, InTASC1(b), 1(c), 1(d), 1(h),1(i) 2(a), 2 (c), 2(d) 2(e), State of Georgia Standards for 7 <sup>th</sup> grade ELA



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<p><b>Specific Learning Target(s)/Objectives:</b></p>	<p><b>Objectives: Comprehension on levels 1, 2, and 3. Students will answer the question “What can Eric do?” This question will encourage socialization, comprehension, and an understanding between rights and choices.</b></p> <p><b>Level 1, 2, &amp; 3. Using differentiated tasks, students will be able to tell key details from the story.</b></p> <p><b>Level 1 &amp; 2 students will use picture supports, and prompting to complete activity sheets, giving key details, to identify what Eric can do.</b></p> <p><b>Level 3 students will read the story, complete the activity worksheets, match words with definitions and begin working on a cut and paste words activity. Some students will be able to sequence events from the story with prompting.</b></p> <p><b>Level 3 students will sequence events that occurred in the story that will complete the main idea and details. The main objectives are comprehension on all 3 Levels.</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher will review the Leveled Book by asking a focus question “What can Eric do?”</b></li> <li>• <b>Teacher will explain the story’s different parts; <i>the Main Idea is what the story is about. The Details give more information about the story and supports the main idea. The Theme is an important idea or lesson from the story.</i></b></li> <li>• <b>Teacher will tell the students “Today, your job is to find the main idea or lesson from the story and put details from the story in order.</b></li> <li>• <b>Teacher will guide students into discussions based on feedback to ensure every student comprehends.</b></li> </ul>
<p><b>Academic Language</b></p>	<p><b>Topic Words</b></p> <ul style="list-style-type: none"> <li>• <b>Fair</b></li> <li>• <b>Citizen</b></li> <li>• <b>Choose</b></li> <li>• <b>Election</b></li> <li>• <b>Rights</b></li> </ul>
<p><b>Resources, Materials, Equipment, and Technology:</b></p>	<p><b>Activity 1: Smartboard</b></p> <p><b>Answer Questions from the Unique Learning Leveled Book “Eric’s Rights, Eric’s Choices?” Using Activity sheets and a post-it charting paper.</b></p> <p><b>Activity 2: Smartboard</b></p> <p><b>Comprehension Questions (Fill in the blank question with answer sheets)</b></p> <p><b>Vocabulary sheet</b></p>



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	<b>Main Idea and Details Chart (Reteach as needed)</b> <b>Sequencing Cards</b> <b>Colored Washable Markers</b>
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**Section 2: Instructional Planning**

<p style="text-align: center;"><b>Anticipatory Set</b></p> <ul style="list-style-type: none"><li>• I will ask students to describe choices and rights they have at home and at school.</li><li>• I will record their ideas on a <b>chart</b> and ask if their choices are fair at home and at school.</li></ul>	<b>Time Needed</b> <b>10</b> <b>minutes</b>
<p style="text-align: center;"><b>Multiple Means of Representation</b></p> <p><b>Learners perceive and comprehend information differently.</b></p> <ul style="list-style-type: none"><li>• I will present content in various ways to meet the needs of different learners.</li><li>• <b>I will pass out to each student a hard copy of a worksheet of Main Ideas and Key Details.</b></li><li>• I will guide students into circling their answers. Students will use <b>colored markers</b> to circle their choices.</li><li>• I will prompt, model, sequence, and scaffold this lesson to bring a clear understanding of rights, and choices.</li></ul> <p>Events will be recorded in sequential order on.</p> <ul style="list-style-type: none"><li>• First</li><li>• Next</li><li>• Last</li></ul>	<b>Time Needed</b> <b>Extended</b> <b>time</b>



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<p><i>Explain how you will differentiate materials for each of the following groups:</i></p> <ul style="list-style-type: none"><li>• English language learners (ELL): Pictured literature chart – Level 1 &amp; 2 Sequencing Cards Eric votes at school. Eric chooses his lunch. Eric goes to school.</li><li>• Students with special needs: Pictured literature chart – Level 1 &amp; 2 Sequencing Cards Eric votes at school. Eric chooses his lunch. Eric goes to school.</li><li>• Students with gifted abilities: Literature Chart – Level 1,2, &amp; 3 Sequencing Cards Students will sequence events in order in which the event occurred.</li><li>• Early finishers (those students who finish early and may need additional resources/support): Level , 2, &amp; 3</li><li>• Students will write their name on their paper.</li><li>• Using their Sequencing cards to write their answers in the box on the worksheet “Eric’s Rights’, Eric’s Choices” This will be a check of their comprehension</li><li>• Teacher will reteach to ensure students understanding of rights and choices.</li></ul>	
<p style="text-align: center;"><b>Multiple Means of Engagement</b></p> <p><i>Your goal for this section is to outline how you will engage students in interacting with the content and academic language. How will students explore, practice, and apply the content? For example, you may engage students through collaborative group work, Kagan cooperative learning structures, hands-on activities, structured discussions, reading and writing activities, experiments, problem solving, etc.</i></p> <p><i>In a bulleted list, describe the activities you will engage students in to allow them to explore, practice, and apply the content and academic language. <b>Bold</b> any activities you will use in the lesson. Also, include formative questioning strategies and higher order thinking questions you might pose.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>• <b>I will use a sequential events card activity to help students with comprehension.</b></li><li>• <b>I will model one example of fair rights, to give students an understanding of what it means to be treated fairly.</b></li><li>• <b>I will then have students take turns in giving their understanding of a right that I fair.</b></li></ul>	<b>Time Needed</b>



<p style="text-align: center;"><b>Multiple Means of Expression</b></p> <p><b>Will be the objective on the next school day.</b></p> <p><i>Learners differ in the ways they navigate a learning environment and express what they know. Your goal in this section is to explain the various ways in which your students will demonstrate what they have learned. Explain how you will provide alternative means for response, selection, and composition to accommodate all learners. Will you tier any of these products? Will you offer students choices to demonstrate mastery? This section is essentially differentiated assessment.</i></p> <p><i>In a bulleted list, explain the options you will provide for your students to express their knowledge about the topic. For example, students may demonstrate their knowledge in more <b>summative</b> ways through a short answer or multiple-choice test, multimedia presentation, video, speech to text, website, written sentence, paragraph, essay, poster, portfolio, hands-on project, experiment, reflection, blog post, or skit. <b>Bold</b> the names of any summative assessments.</i></p> <p><i>Students may also demonstrate their knowledge in ways that are more <u>formative</u>. For example, students may take part in thumbs up-thumbs middle-thumbs down, a short essay or drawing, an entrance slip or exit ticket, mini-whiteboard answers, fist to five, electronic quiz games, running records, four corners, or hand raising. <u>Underline</u> the names of any formative assessments.</i></p> <p><i>For example:</i></p> <p><i>Students will complete a <b>one-paragraph reflection</b> on the in-class simulation they experienced. They will be expected to write the reflection using complete sentences, proper capitalization and punctuation, and utilize an example from the simulation to demonstrate their understanding. Students will also take part in formative assessments throughout the lesson, such as <u>thumbs up-thumbs middle-thumbs down</u> and <u>pair-share discussions</u>, where you will determine if you need to re-teach or re-direct learning.</i></p>	<p style="text-align: center;"><b>Time Needed</b></p>



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*Explain how you will differentiate assessments for each of the following groups:*

- English language learners (ELL):
  
- Students with special needs:
  
- Students with gifted abilities:
  
- Early finishers (those students who finish early and may need additional resources/support):

**Extension Activity and/or Homework**

*Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required by your instructor, attach any copies of homework at the end of this template.*

**Time  
Needed**