|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher**  **Casey Campbell/Tiffany White** | | | **Date**  **3/31/14** | | **Grade**  **9/10/11** | | **Content Area**  **Social Studies** | | | |
| **Objective/Essential Question:**  **Why is voting important? Who can vote?**   * **Physical Skills: Interact with smartboard and vocabulary cards** * **Cognitive Skills: Answer comprehension questions related to reading.** * **Social Skills (learning teams): Turn taking, work with a partner** | | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | |
| **Curriculum Standard**  **Understand key ideas and details**  **Recognize voting process** | | **Technology**  **Smart board**  **Videos** | | | | | | | **21st Century Skills**  **Why is it important to vote in America?** | |
| **Materials**  **Smart Board**  **Computer**  **Picture cues for vanilla and chocolate pudding**  **Ballots** | | **Vocabulary (Literacy)**  **Vote**  **Majority**  **Ballot** | | | | | | |
| **Lesson Procedures** | | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:**  **Voting is expressing a choice or an opinion. Citizens of our country are allowed to vote. Men and women can vote. A person must be 18 years old to vote.** | | | | | | | | | | |
| **What the teacher will do:**  **Review lesson on voting. Explain process of voting. Explain that people can vote for many things (president, mayor, laws, etc). Ask comprehension questions. Explain unfamiliar or new vocabulary.**  **What the teacher assistants will do: Take data, assist students while answering comprehension questions.** | | | | | | | | | | |
| **Guided/Independent Practice**  **Students will practice voting by performing a taste test of vanilla and chocolate pudding.**  **Students will circle or use eye gaze to select their favorite pudding. Non-verbal students will use a switch to make a choice.**  **Students will answer comprehension questions in partner groups.** | | | | | | | | | | |
| **Assessment/Check for Understanding**  **Students will demonstrate their knowledge of voting by participating in the taste test vote.**  **Students will say whether or not they liked the reading.** | | | | | | | | | | |
| **Closure/Summary**  **Students will vote by choosing between vanilla and chocolate pudding.**  **Students will tally votes and determine which pudding is more popular in their class.**  **Students give their opinion of the lesson.** | | | | | | | | | | |
|  | | | | | | | | | | |
| **Reflection**  **(after teaching the lesson)** | **Differentiation** | | | **Student Engagement** | | **Data**  **Collection** | | **Higher Level Question** | | **Lesson Effectiveness** |
| **Low High**  **1 2 3 4 5** | | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** | | | | | | | | | |
|  |  | | | | | | | | | |