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| **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 |
| **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.**  |
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| **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?** |
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