Sheltered Lesson Plan

Grade: 3nd

Subject: Social Studies

Topic: Government

TEKS: 9.A describe the basic structure of government in the local community, state, and nation

ELPS: 4.G demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs

5.D edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired

Key Vocabulary: constitution, laws, senate, house of representatives, president, vice president, cabinet, supreme court, court, legislative branch, executive branch, and judicial branch, founding fathers, checks and balances

Procedure:

* Pre-teach vocabulary: Explicitly teach meaning of vocabulary with visual examples. Have students write definitions of words in a Vocabulary Journal.
* After vocabulary words are taught, we will read from our textbook about the government. We will take turn reading the text aloud in popcorn style. I will ask questions and check for understanding throughout.
* Students will be introduced to graphic organizers. I will model how to fill in the graphic organizers during the reading. Students will complete their organizer after watching a couple of videos: <https://www.youtube.com/watch?v=x5M50xBz1cU>, <https://www.youtube.com/watch?v=2CCLP9WRf-I>
* Next, I will divide the class into three large groups. Each one will correspond to the executive branch, judicial branch, or legislative branch.
* Students will use the Internet to research about their topic.
* Next, the three large groups will work together within their groups to come up with a skit about their branch of government and present it to the class.
* After skits have been performed, students will start using their graphic organizers to create a flipbook about their designated branch of government.
* Students will read each other’s work, making sure that key vocabulary is included. As well as pictures, correct grammar, and correct information are included. Basically, students will edit each other’s work. Once all flipbooks are complete, students will share their books to the class.

Assessment

* Beginning ELLs will complete the flipbook; share with a partner, and then with the class. He or she will include as many pictures and key vocabulary as possible. I will also encourage at least short sentences. ELLs will do the same, but will need more sentence combining or sentence shortening. They will be encouraged to show not tell.
* Beginning ELLs and Intermediate ELLs will both be observed throughout the lesson, and anecdotal notes will be taken. I will also recast, paraphrase, clarify, slow speech, and provide corrective feedback as needed throughout the lesson.
* If it was possible, I would even include a field trip to the Washington, D.C at the end of the unit.