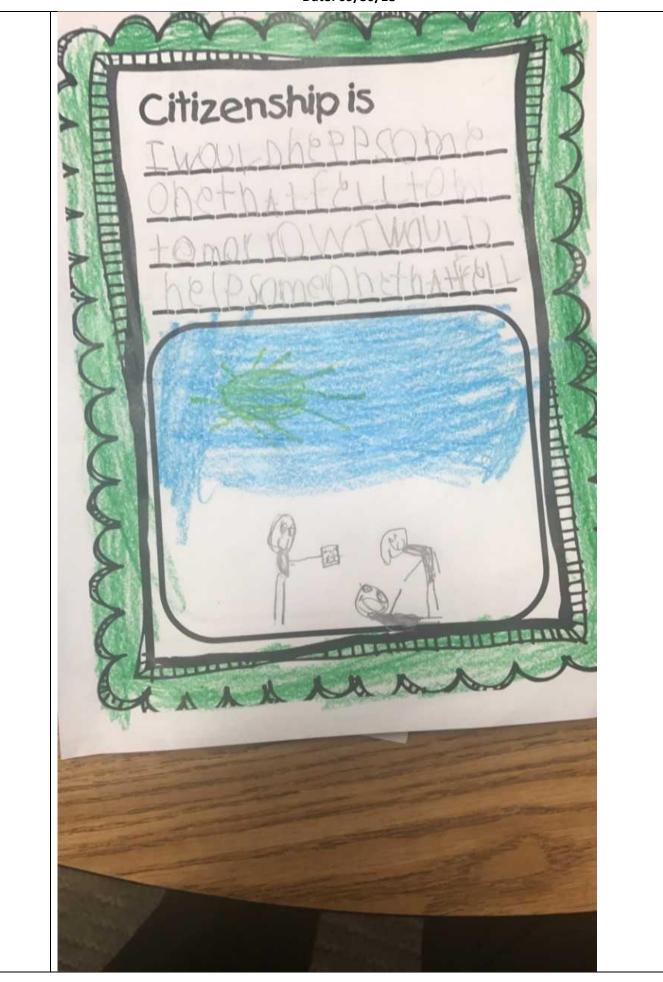
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Grade: 1st		Subject: Social Studies	
Materials: Community Members Page, White Board, Smart Board		Technology Needed: Smart Board	
Instructional Strategies:		Guided Practices and Concrete Application:	
✓ Guided □ Socrat □ Learnii □ Lectur	ology integration Discussion/Debate	✓ Large group activity ✓ Hands-on ✓ Independent activity ✓ Technology integration □ Pairing/collaboration □ Imitation/Repeat/Mimic □ Simulations/Scenarios □ Other (list) Explain:	
Standard(s):		Differentiation	
1.4.1 Apply good citizenship (e.g., respect, cooperation, honesty, responsibility) in the school environment		Below Proficiency: Have learners focus upon one good citizenship quality at a time. Have learners draw community page with fill-in- the blank words to answer questions	
		Above Proficiency: Have students expand their knowledge on	
Objective(s): By the end of the lesson, learners will identify and demonstrate qualities that make a good citizen of a class community		good citizen skills by providing them with more community pages to complete	
	xonomy Cognitive Level: Application/Create	Approaching/Emerging Proficiency:	
		Modalities/Learning Preferences: Visuals, Verbal, Tactile	
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to	
	ill begin in whole group as they learn and create ideas	the lesson, rules and expectations, etc.)	
about the qualities of a good citizen of a class community.		Learners are expected to participate in whole group discussion, create	
	Ill then transition into independent work as they create unity pages.	drawings independently, and meet the learning goals of the lesson.	
Minutes	Procedures		
5	Set-up/Prep: Create community pages before class		
5			
10	Explain: (concepts, procedures, vocabulary, etc.)		
		for students to share a few thoughts upon the word.	
	- Begin discussing and guiding student discussion about the qualities needed to be a good citizen within their community		
	class. - Talk about what words such as respectful, cooper	ation, and honesty mean (only focus upon these three)	
	- *For differentiation purposes, go into more		
	- Talk about and show examples within the classroo		
	- Give learners pre-made community pages to begin	n creating and exploring their personal citizenship/class membership	
	attributes		
10	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life		
	experiences, reflective questions- probing or clarifying questions)		
	- Let learners explore and create while offering guidance when needed		
		nples to help guide student creativity. "What are some qualities you	
		nember)?" "I like to make sure my voice is quiet and I'm being respectful g right now to be a good classroom citizen (member)?"	
		Johnny is being a good class citizen right now by helping Max pick up his	
	papers. It's nice to see your cooperation together		

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5	Review (wrap up and transition to next activity): - Have learners share with peers their personal attributes and qualities they chose to write and draw about on their community page - Have students turn in pages to create the class community booklet *The teacher will laminate pages and create the book to keep within the classroom	
Formative Assessment: (linked to objectives, during learning) • Progress monitoring throughout lesson (how can you document your student's learning?)		Summative Assessment (linked back to objectives, END of learning
Students discussions, demonstrations of good citizen (member) skills, comprehension of words taught (respect, cooperation, honesty), and "which quality is your favorite and why?" exit slip will be the formative assessment of this lesson		The summative assessment for this lesson will be the learners finished community pages
Reflection	(What went well? What did the students learn? How do you	know? What changes would you make?):