

Lesson Plan Template

Date: 09/30/18

Grade: 1 st	Subject: Social Studies
Materials: Community Members Page, White Board, Smart Board	Technology Needed: Smart Board
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s): 1.4.1 Apply good citizenship (e.g., respect, cooperation, honesty, responsibility) in the school environment	Differentiation 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 good citizen skills by providing them with more community pages to complete Approaching/Emerging Proficiency: Modalities/Learning Preferences: Visuals, Verbal, Tactile
Objective(s): By the end of the lesson, learners will identify and demonstrate qualities that make a good citizen of a class community Bloom’s Taxonomy Cognitive Level: Application/Create	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Learners are expected to participate in whole group discussion, create drawings independently, and meet the learning goals of the lesson.
Classroom Management- (grouping(s), movement/transitions, etc.) Learners will begin in whole group as they learn and create ideas about the qualities of a good citizen of a class community. Learners will then transition into independent work as they create their community pages.	Classroom Management- (grouping(s), movement/transitions, etc.) Learners will begin in whole group as they learn and create ideas about the qualities of a good citizen of a class community. Learners will then transition into independent work as they create their community pages.
Minutes	Procedures
5	Set-up/Prep: Create community pages before class
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - Begin class with a small “community members” song (with actions) to catch student attention - Let learners practice the song a couple times - Introduce learners to the concept of being a good citizen, or member, within their class community - Ask questions such as “What is good citizenship?” “What qualities does a good citizen have?”
10	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - Go into detail about the word “citizen”. Allowing 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, cooperation, and honesty mean (only focus upon these three) - *For differentiation purposes, go into more detail about the word respectful - Talk about and show examples within the classroom that represent being a good citizen - Give learners pre-made community pages to begin creating and exploring their personal citizenship/class membership attributes
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> - Let learners explore and create while offering guidance when needed - Provide open-ended questions and personal examples to help guide student creativity. “What are some qualities you bring to the classroom to help be a good citizen (member)?” “I like to make sure my voice is quiet and I’m being respectful when my friends are talking”. “What are you doing right now to be a good classroom citizen (member)?” - Continuous reinforcement such as “I like the way Johnny is being a good class citizen right now by helping Max pick up his papers. It’s nice to see your cooperation together.” will help learners to re-call the learning

Citizenship is

I would help someone
who has fallen today
tomorrow I would
help someone who has fallen



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5	Review (wrap up and transition to next activity): <ul style="list-style-type: none">- 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) <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's 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	Summative Assessment (linked back to objectives, END of learning) 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?):	