

Lesson Plan Template

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| Grade: 1st | | Subject: Social Studies | |
| Materials: Anchor chart materials, paper, worksheets | | Technology Needed: | |
| Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list) | | Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain: | |
| Standard(s) 1.4.1 Apply good citizenship (e.g., respect, cooperation, honesty, responsibility) in the school environment | | Differentiation Below Proficiency: Students who are below proficiency will be able to use a template for their drawings. I will pay special attention to their needs for thinking about leadership characteristics. Above Proficiency: These students will be able to write about their leaders in more detail and do more advanced drawings. Approaching/Emerging Proficiency: These students will be able to participate in all regular activities Modalities/Learning Preferences: Visual, kinesthetic, and interpersonal learning preferences. | |
| Objective(s) By the end of the lesson, students will describe characteristics of a good leader by drawing and describing a leader who they look up to in their lives. Bloom's Taxonomy Cognitive Level: Knowledge | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) The students will begin on the carpet. The students will stay on the carpet for the game. After the discussion, video, and anchor chart, the students will be dismissed to work on their own at their desks. To get students' attention, I will use the designated call and responses that the teacher uses such as, "Class class" "Yes yes", or, "hands on top" "that means stop". If the kids give me any trouble, I will use a stern look and a warning. | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will raise their hands to speak. Students will participate in all activities and discussion. Students will work hard on their work. The students will ask questions if needed. | |
| Minutes | Procedures | | |
| 2 | Set-up/Prep: Get out paper templates and anchor chart supplies | | |
| 10-15 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) "Today we are going to talk about leadership. A leader is someone that people follow. Leaders can be adults, but kids can be leaders too! Sometimes we see leaders on TV. Sometimes we know leaders in real life too! You are all leaders too! So now, we are going to practice being leaders and followers by playing a game! This game is called follow the leader. When I say go, you are all going to stand up and get in a circle. Hold hands with someone next to you. Go! Okay now let's all sit down. I am going to choose one person to be 'it'. Okay. Now you can sit in the middle. Now you in the middle are going to close your eyes. I am going to pick someone to be the leader. If you are in the middle your eyes should be closed. Everyone else, pay close attention to who the leader is. Okay. Does everyone know who it is? Now you can open your eyes. Now, the leader is going to start doing something like tapping their head or snapping. If you are in the circle and you see the leader do something, then follow along with them. The leader can change the movements at anytime." We will play the games several times, switching leaders along with the students who are 'it'. I will allow for every child to be both the leader and the 'it' person. | | |
| 10 | Explain: (concepts, procedures, vocabulary, etc.) What did you think of that game? How did it feel to be the leader? Was it difficult? Why? Does anyone know what good leaders do? Who do you think can be leaders? | | |

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Now, think about people who you follow in your life, just like you followed the leader in the game! A leader is someone we look up to, someone who teaches us how to be a good person. Who are some leaders in your life?"

Using their examples, I will make an anchor chart.

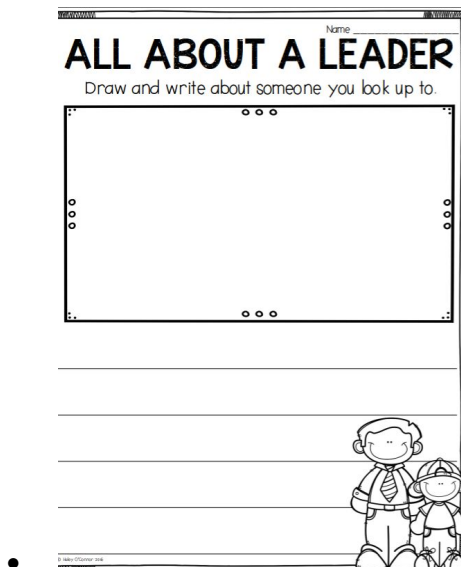
Some examples of leaders

- Mom
- Dad
- Aunt
- Uncle
- Godmother
- Teacher
- President
- Librarian
- Older Sibling
- Etc.

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Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

"This is a great list! Now I want you to think about one specific leader in your life, someone you really look up to. Someone who you look to when you don't know what to do. When you have thought of someone, come get a piece of paper from me. Then you can take your paper to your desk. I want you to draw a picture on the paper of your leader. You will put their name on and draw them. Then, I want you to think of at least 5 reasons that they are a leader. They could just be words, or you could write a description on the back. Here is how I did mine! Are there any questions? You can either start from scratch with a blank piece of paper, or you can use this worksheet. (see below) You can come get your paper when you are ready!"



I will walk around and help the students as needed. I will discuss their pictures with them and ask about the leaders that they are drawing. I also might play some quiet music while they are working.

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Review (wrap up and transition to next activity):

"Alright everyone, you have about two more minutes, so finish up what you are doing. Great job! Does anyone want to share about their leader and their work?"

Let students share if they would like.

"Great job everyone! Now you can all turn your attention back to Mrs. Ryberg."

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

The formative assessment will be the anchor chart and the students' discussion. I will also talk to the individually about their drawing as a formative assessment to see if they understand the concepts being taught.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

The summative assessment will be the drawings.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson went pretty well! I really loved teaching and learning with the kids! The game went really well and it helped them to better understand the concept of a leader as well as get them excited for the lesson. It was really neat to see them get so involved in the game and bring it into the discussion afterwards. The students are great at discussing things and critically thinking. One thing I would change would be to create a simpler drawing as an example in the future. Because my example was so detailed, it deterred one or two of the kids from being creative and unique. Instead, they were either worried about making it perfect, or wanting to copy exactly what I drew. However, I think that my drawing earned me some respect and a connection with two of the students who wouldn't talk to me much. From the point of the lesson on, those students opened up to me and starting talking with me.

The students did very well with thinking about leaders in their lives. They came up with great ideas and had really good words to describe their leaders. Although some of the students needed a little help and prompting, others far exceeded my expectations. I was really fortunate to be able to talk with each student individually about their work while they were working. It was cool to hear about their stories and about the people in their lives. I think it was good to give the students a choice in how they were doing their drawing. It helped some of the below proficient students to have more structure and guidance. I would definitely do this lesson again!

One other thing I need to work on is having a plan for classroom management. Most of the students were very well behaved; however, two of the students were very distracted and playing with each other in the beginning so the teacher had them sit out and write apology notes. It was fine when the teacher was there; however, in the future when it is just me and my students, I need to have a better backup plan for students who are not participating and paying attention.

In the future, I might also add a video about leadership for the students to view. A few of the students seemed to need a little more direct instruction about what leadership is.

Example of Student Work:

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