

Lesson Plan Template

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| Grade: 1 st Grade | | Subject: Social Studies | |
| Materials: Paper, pencils | | Technology Needed: Computer with video pulled up | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling | | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic | |
| Standard(s) H.K_2.2- Describe national holidays or days of observance in the United States and explain the reason they are celebrated W.7- Participate in shared research and writing projects | | Differentiation Below Proficiency: Leave the letter up for kids to copy if they need it. Check on A (lower writing level) and M (EL Student) to see how they are doing. If they need additional help write what they want to say in a yellow marker so they can trace it to get started. Above Proficiency: Let them know that they can make it as long as they want to. If they want to add more on the back, they are more than welcome to do so. Approaching/Emerging Proficiency: These kids should be writing at least two sentences in their letter. They might even do three if they're getting pretty confident. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual- lists on the board and doodles • Auditory- explanation out loud • Kinesthetic- they can sit where and how they want to- transitions will be happening frequently which helps the busy bodies. • Tactile- writing and coloring | |
| Objective(s) By the end of the lesson the learner will demonstrate understanding of what a veteran does by writing a letter to a veteran thanking them for their service. Bloom's Taxonomy Cognitive Level: Apply | | Classroom Management- (grouping(s), movement/transitions, etc.) All the students will start out on their carpet spots for listening to the book. After that they will transition to their table spots. I will have the pieces of paper for their letters already passed out on the tables and they will have to grab a pencil from their book boxes before heading to their spot. They can choose to sit on their table spot or grab a clip board from the back of the room to write on. | |
| Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The voice levels for this project will be at a 0. This is an independent activity. | | Classroom Management- (grouping(s), movement/transitions, etc.) All the students will start out on their carpet spots for listening to the book. After that they will transition to their table spots. I will have the pieces of paper for their letters already passed out on the tables and they will have to grab a pencil from their book boxes before heading to their spot. They can choose to sit on their table spot or grab a clip board from the back of the room to write on. | |
| Minutes | Procedures | | |
| 1 | Set-up/Prep: <ul style="list-style-type: none"> • Put letter template on their table spots • Get video up and ready to go (email ink to Mrs. Paulsen ahead of time) | | |
| 5 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) *Show video as they start transitioning to social studies* There's a word on the board. Can anyone remember from Tuesday what this word is? That's right- it's veteran. Why did we start talking about veterans on Tuesday and why are we continuing to talk about them? *gauge their reactions. You're trying to get them to say "Yesterday was Veteran's Day!" if there aren't any hands being raised prompt further* What was yesterday? Why did you guys get the day off? That's right! It was Veteran's Day! | | |
| 5 | Explain: (concepts, procedures, vocabulary, etc.) Turn and talk to your thinking partner. Remind me, what is a veteran? *Give them some time to think and talk* Get some share outs. A veteran is someone who has worked in the armed forces. There were five branches of the armed forces. Can anyone remember | | |

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| | <p>what they were? (See if anyone has any ideas) Then list them on the board:</p> <ul style="list-style-type: none"> • Navy (doodle waves for water) • Army (doodle a tree for land) • Marines (doodle land and water) • Air Force (doodle airplane) • Space Force (doodle a satellite) • Coast Guard (doodle the coast) <p>First graders, even though veterans don't work in the armed forces anymore, it's because of these people and the jobs that they do that we live in a nation that is safe, and we should thank them for it.</p> <p>I want you to turn and talk to your partner. What can we thank our veterans for? *Give them turn and talk time before bringing it back to whole groups so they can share out. Brainstorm with them. *Write these down on some chart paper* Come up with ideas such as: Thank you for:</p> <ul style="list-style-type: none"> • Keeping us safe • Your service • Being brave • Being courageous • See what else they come up with <p>First graders, today we are going to show our gratitude to the veterans in our community by writing them letters. On each of your table spots, I've given you a piece of paper that looks like this *Bring up the document camera with a picture of the letter template*</p> <p>When we write letters, first graders, there are some particular information that we need. Raise your hand if you've ever written a letter before. What do you think is important to include in the letter? Guide them/get their answers so you have a list of these items:</p> <ul style="list-style-type: none"> • Date • Name of person you're writing to • Your own name • What you want to say to the person. <p>Walk them through what you might write in your letter using the brainstorm list from earlier.</p> <p>Also leave an example up for the students who might need some copying and so the students can see where the different aspects of the letter go.</p> |
| <p>10-15 minutes</p> | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>When I say call your row, I want you to go grab your boxes and get the letter that's on your table spot. You can either work at your table spot, or if you prefer grab a clipboard from the back and go to your floor spot. Once you're settled down, I want you to write your letter to your veteran. When you're finished with your writing you can color the pictures around the words.</p> <p>Give them time to work on this. Voice levels will be at a zero and play quiet patriotic music in the background.</p> |
| <p>5 (each individual check in will take about 30 seconds)</p> | <p>Review (wrap up and transition to next activity): As they finish check with each individual student and ask them "What are you thankful to veterans for?" and "Why should we be thankful for the veterans?"</p> <p>When they are finished, they can grab their book basket and spend some time reading to self.</p> |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Turn and talks- eave drop and listen in. • Walk around during the writing time checking in with | <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • The letter is going to count as the summative assessment. Look at the different parts of it. And see how their writing is coming along. |

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students and making sure they're understanding the different parts of the letter

Consideration for Back-up Plan:

- Each individual check in will also count because they will be demonstrating their understanding of veterans and why it's important to honor them.

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