

Lesson Plan Template

Date: 10.6.21

Grade: 2 nd Grade		Subject: Social Studies	
Materials: Markers, Construction Paper, White board, White board marker		Technology Needed: PowerPoint	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) E.K_2.4 Identify how community helps impact others. C.K_2.1 Explain reasons for, and purposes of, rules, laws, and positions of authority.		Differentiation Below Proficiency: For students that are below proficiency the teacher will walk around and stop and help them with their spelling and their understanding. The teacher will give them more of an explanation on why the subject is they way it is. Above Proficiency: For the students that are above proficiency the teacher will let them have the opportunity to fill out the Collins by themselves. The teacher will still walk around and see what they have written down and will ask the students to share what they have written down. Approaching/Emerging Proficiency: The teacher will be writing down everything on the board for the students to write down. The teacher will be walking around the room to make sure that they are following the board. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: There is a PowerPoint as well as the white board. • Auditory: The teacher will be talking about what to do as well as everything that they are writing on the white board. • Kinesthetic: They students will be making a written sheet to take home. • Tactile: The students will be writing down everthing. 	
Objective(s) By the end of the lesson the students will have a deeper understanding of community by creating a hands on activity about their school community. Bloom's Taxonomy Cognitive Level: Create		Classroom Management- (grouping(s), movement/transitions, etc.) The classroom management that I will be using during the lesson is Champs. C-conversation, H-help, A-activity, M-movement, P-participation = S-success. C-voice level 0-1, H-raise hand and wait patiently, A-participate in the activity, m-actively move with the prompted words, S-success for the activity.	
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Minutes	Procedures		
	Set-up/Prep: The teacher will have the PowerPoint ready on the computer and the papers already printed off and in a folder at the front of the room.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • For this lesson the teacher will start off by standing in the front of the room with the powerpoint up on the board, the title is community. • If the transition into this lesson was a little hard for the learners then the teacher will use an attention getter to get their attention back. The teacher will first play Simon says and will say. <ul style="list-style-type: none"> ○ If you can hear me touch your nose. 		

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	<ul style="list-style-type: none">○ If you can hear me touch your chin.○ If you can hear me touch the top of your head.○ If you can hear me touch your ears and turn them into listening ears.○ If they still won't get their attention the teacher will say "Fort" and the learners will respond with "Lincoln". The teacher has already used this attention grabber so the learners are used to it.● Once the learner's attention is on the teacher, the teacher will start the lesson with a game called "What is this job?"● The Teacher will explain the rules of the game.● "Learners, it is time to play a game, and it is called "What is this job?" I will go through a few slides and each one will have a picture on it. These pictures are of people and what they do for a living. Once I have moved to a different slide I will ask you to raise your hand if you have a guess. Remember I will call on you so please do not shout it out. What are our questions?"● If a learner has a question the teacher will respond to it but if there are no questions then the teacher will move on.<ul style="list-style-type: none">○ Possible questions:<ul style="list-style-type: none">▪ L: "What if no one knows the answer" T: "Then we will take a look and make an educated guess."▪ L: "What if we still do not know?" T: "Then I will give you hints that you can use to make connections."▪ L: "What is a job?" T: "A job is something that a person does to make money."▪ L: "Why do people need to make money?" T: "People need to make money so that they can buy things, such as food, clothes, toys and even houses."● The Teacher will go to the next slide that has a baker on it and the teacher will ask the students, "What is this person's job?" The teacher will give the learners an opportunity to think for themselves and then will start to call on hands. If the first learner says the correct answer the teacher will tell them that they are correct and ask the learner how they got to that conclusion.● "Thank you (Learners name) you are correct, what in the picture made you think that this person is a baker?"● The teacher will let that learner answer and then ask if there were any other learners that also knew the person was a baker and how they knew.● The teacher will repeat this with two more pictures, one of a teacher and one of a nurse. The teacher will give time for the students to answer.● If they are stuck and cannot figure out what the job is then the teacher will ask probing questions such as,● "What do we see in this picture? What do we know about these objects? Where else do we see these objects?"
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none">● Once the class has gone through all of the pictures the teacher will pose the question, "what do all of these people have in common."<ul style="list-style-type: none">○ Possible answers:<ul style="list-style-type: none">▪ "They are all people."▪ "They all have jobs."▪ "They are all living."▪ "They all look happy."● The answer that the teacher is looking for is that they are all part of a community. If there is time then the teacher will ask the learners "What are they all a part of?" This should push the learners to think more about who they are. If there is no time and the teacher needs to move on then the teacher will say, "They are all part of a community. Do you remember talking about communities?"● If the learners do not remember, then the teacher will move on to the definition of a community. If they do raise their hands then the teacher will call on them.<ul style="list-style-type: none">○ When the teacher calls on them, they will take two to three answers and then move onto the definition.○ If they do not remember then the teacher will give the definition and ask again if they remember talking about it.<ul style="list-style-type: none">▪ Definition: People that live near each other or have things that are in common.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">● The teacher will move to the next slide which will have the words "Activity Time" on the top. And will explain the next activity that they will do together.<ul style="list-style-type: none">○ The learners will be handed a piece of paper and a few markers if they do not have any. If they do have markers they will be asked to take them out. They will fold the sheet of paper into three sections, the teacher will demonstrate how to do it at the front of the room with a sheet of paper. And then the teacher will draw the "paper" on the board and how it is split into three sections. Then the teacher will ask the learners to write on the top center "My community". The left section should be titled "People" and the right section should be labeled "Rules".

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- “Now learner we will be doing an activity all about our school community. I will be passing out a piece of paper, while I am doing that I would like you to pull out a marker. Once you have your paper and a marker, what should you do with the paper?”
- The learners should respond with, “Write our names.” If they do not get that answer the teacher will say, “Please write your name on one side of the paper and then flip the paper over. When you have written your name and flipped the paper I would like you to place your marker down and look at me.”
- The teacher will start passing out the paper to the learners. When most of the learners are looking at the teacher, the teacher will begin with the activity. If the learners are distracted the teacher will get their attention with a clapping sequence. Once all of the learners are looking at the teacher then the teacher will move on to the folding.
- “Now learners, this is what your paper looks like.” The teacher will hold up a piece of paper for the learners to see horizontally. “Together we are going to fold it in threes and then unfold it so that we will have three equal sections.” The teacher will demonstrate how to fold the paper and then unfold it one tab at a time.
- The teacher will then draw the paper on the front white board, with two dotted lines to represent the folds. “ This is what your paper should look like. In the middle fold We are going to write ‘Our Community’. Under that we will write ‘School’”. The teacher will write this in the middle section on the board. “Make sure that you are writing this on your paper. On the top of the left fold we will write ‘People’ and on the right side we will write ‘Rules’”
- If the class is able to, the teacher will let the learners fill these sections in with a few of their own ideas. Then the teacher will bring them back and fill in the front board together. If the class needs to do it together then the teacher will say “We will now fill this in together. What I write on the board, I ask that you write it on your paper as well. Who do you see in your school community?”
 - Teachers
 - Students
 - Librarian
 - Janitors
 - Lunch Ladies
 - Principle
- “Very good learners, if you can think of anything else please raise your hand. Now what are some rules that you see in your school community?”
 - Raise your hand
 - Do your homework
 - Do not hit other students
 - No running in the halls
 - Other rules they say for their school
- The learners should be writing all of this down with the teacher. If they need a reminder the teacher will say, “Remember, what I write on the board, you should also be writing it on your own paper.
- “I am loving this list learners, now if you have any other ideas just raise your hands. So this is our school community. Why do you think it is important to know the people in our school and the rules in our school?” The teacher will give the learners an opportunity to reply. If a learner gives an answer that can segway into the teachers wrap up then the teacher will use it. If there is no way to connect the two the teacher will say.
- “We need to know the people in our community because we interact with them everyday. There are things that a teacher does that affects the librarian. And there are things that the librarian will do that affects the students. We rely on one another throughout the day, so it is important to know who they are. We need to know the rules because we are a part of the community and if we do not know the rules we could harm or hurt someone. The rules are there to protect everyone in a community.

Review (wrap up and transition to next activity):

- “We are looking at our school today, but do you think that school is the only community out there?” The teacher will give the students an opportunity to answer. They should say no and that there are many other different communities. The teacher will then ask them, “How many of you play sports or even have neighbors? Are the sports teams you are in a community? What about your neighbors? Do they make up a community? Yes they do, but do you think they have the same rules that school does? They might share a few rules, but they will also have different rules. You might be able to run around your neighborhood, but you might not be able to climb Mr. Gerry’s tree. So it is very important to look around and know what your different communities are and the rules of that community.”
- The teacher will then move onto the next lesson and transition into that by asking the students to pack everything up. “Alright learners we will be moving onto the next subject so I am going to ask that you put away your markers. Then I would like this side of the room to go and put your papers in your mailboxes. This side of the room will wait for them to be done. Once you have put your paper away I would like you to go back to your desks.”
- The teacher will then ask one side of the room to go and put their papers away. When most of the learners are back at their desks the teacher will ask the other side of the room to go and put away their sheets.

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	<ul style="list-style-type: none">• Then the class will move onto the next subject.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) <p>The formative assessment for this objective is the sheet that they creat as well as the conversation that the students have with the teacher.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>They students will have a test or a project at the end of the unit.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	