

Lesson Plan Template

Lesson Segment Focus: Be A Good Citizen

Lesson 1 of 1

Course & topic addressed: Social Studies/ CitizenshipDate: 11/25/2019Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to demonstrate ways of being a good citizen in multiple settings.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	
Knowledge of students background (personal, cultural, or community assets)	The definition of a good citizen may be different in other parts of the world. I must explain that in the United States, these are the ways that we can be classified as 'good citizens.'

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	C.2.1.3 Demonstrate ways of being a good citizen in multiple settings.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	For the students that are visual learners, the key academic language can be placed on the white board, or on the word wall with the rest of the words that we have learned or been learning.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> - Citizenship - Obey - Polite - Cooperation - Recycle - Honesty
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Materials

Materials needed by teacher for this lesson.	Smartboard Projector Smartboard Activity (Be A Good Citizen)
Materials needed by students for this lesson.	Worksheet Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10	<u>Introduction:</u> Classroom Discussion	Students will be sitting in their groups of four around the classroom in their pods. I will begin by asking my students to discuss with their group what they believe being a good citizen means. After students talk, and it gets quiet, I will guide the attention to the front of the room. I will ask among the groups what a few of them came up with. After this, I will pull up the activity onto the smartboard.
45	<u>Instruction:</u> SmartBoard Activity Group Discussion Worksheet	We will begin the SmartBoard activity. For the first slide, I will call students up one by one to place the shape in the correct spot. As each student places the correct shape in its spot, I will discuss what each one means. For an example, when a student places the 'obey the law' shape in its correct area, I will explain that in the United States we have laws. These laws are set to keep us safe, and to make sure everything runs smoothly. As citizens, we are required to obey the law, and I will explain that there are consequences if these laws are broken. After I discuss each, we will move on to the next slide. We will discuss the jobs that the people in the pictures have, along with how we can respect them and what they do for us. After we discuss this slide, I will have the students begin talking in their groups again. This time, I will ask the students to think of a scenario, and how a good citizen would act, along with how a bad citizen would act. An example that I could use would be: You see an elderly woman needing help walking across the street, as a good citizen what would you do? As a bad citizen? Students will then share with the class what they came up with. We will then move onto the next slide, where I will have students come up to the board one by one to place the word on the correct side. I will then hand out a worksheet for students to complete by themselves. (In the SmartBoard activity, I will omit the last two slides, and create the worksheet from the content on those two slides.)
5	<u>Closure:</u> Discussion	After students complete the worksheets, I will choose students to tell the class what they wrote down. They will then turn in the worksheets, sit down, and get ready for the next lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will be assessed over what they have learned about being a good citizen. There will be a short multiple choice quiz over how they can be a good citizen, with choices including ways of being a 'bad citizen.'
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

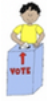
Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

<https://exchange.smarttech.com/preview/ba0bebdb-b5a5-43a9-a7b8-13ac09f8b0f1> (Be A Good Citizen Activity)



Be A Good Citizen



How can you be a good citizen in Ms. Teagan's classroom?

How can you be a good citizen in your neighborhood?

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>