

## Lesson Plan Template

<b>Grade: 1</b>		<b>Subject: Social Studies</b>	
<b>Materials: Worksheet, Pencil, Markers</b>		<b>Technology Needed: Timeline</b>	
<b>Instructional Strategies:</b> <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)		<b>Guided Practices and Concrete Application:</b> <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:	
<b>Standard(s)</b> H.K_2.1 Compare perspectives of people in the past to those of people in the present		<b>Differentiation</b> <b>Below Proficiency:</b> Expecting no more than 3 different events (of their own) on their timeline. <b>Above Proficiency:</b> Expecting more than 5 different events (of their own) on their timeline. <b>Approaching/Emerging Proficiency:</b> Expecting more than 7 different events (of their own) on their timeline with little aid from teacher. <b>Modalities/Learning Preferences:</b> <b>Visual:</b> Powerpoint of my own timeline. <b>Kinesthetic:</b> movement around the classroom in flexible seating. <b>Auditory:</b> verbal instruction.	
<b>Objective(s)</b> By the end of the lesson, students will demonstrate their understanding of different events in different time periods.  Bloom's Taxonomy Cognitive Level: Synthesis		<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Transition from reading time after lunch to their seats for direct instruction. Transition from writing lesson, direct instruction, to writing in their journals. Transition from writing their stories, to sharing their stories with their peers at their tables for peer feedback. (Giving an example of what this might look like.) Transition using "Class-class, yes-yes" Were going to transition into our next lesson.	
<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Using CHAMPS, which is been used from the beginning of the year, students will begin with a noise level of 0, Raising their hands if they have questions, individual work, remain seated, listening and following directions to be successful at this lesson. For the second part of the lesson, students will have a noise level of 1, raising their hands if they have a question, collaborative working, remain seated, and listening to the teachers and peers for success at this lesson.			
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Print out one of Artifact 2 and place on each student's desk.</li> <li>• Place Artifact 1 on student's desk.</li> <li>• Put up my own timeline</li> <li>• Make timeline for example on the board.</li> <li>• Pick students up from the lunchroom.</li> <li>• Ask students to walk in with a voice level of 0 and finding their desks.</li> </ul>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• "Thank you 1<sup>st</sup> graders for finding your seats with a voice level of 0. I really appreciate it! If you could put your eyes up to the front and not touch the papers on your desk that would be awesome as well. So, you know how we have been writing and talking about big events in class? Well today we are going to be reviewing what that could look like. But first, lets make our own timeline. With raising hands and a voice level of 0, could someone please tell me one big event that happened to them?"</li> <li>• Write down 5 major events on the white board.</li> <li>• "You guys are so smart! That's exactly what you're going to do today! Except all about yourself! But there's a twist... You are also going to include your parents or guardian's big events too! This way we can compare the different big events and compare them together. So, let's take a look at an example."</li> <li>• Display my own example.</li> <li>• "Alright, so this is actually my own example with my parent's big events. As you can see here (point to event) in 1999, I was born. And in 2017, I graduated high school! So, for this lesson, I want you to include at least 5 events of your own plus 5 of your parents. How many is 5+5?"</li> <li>• Call on student</li> </ul>		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

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	<ul style="list-style-type: none"> <li>• “10! Gesh, you guys are definitely smarter than I was in first grade. One thing I want everyone to remember is that if your parents or guardian’s event was being born, do you think that will go on the left side of the timeline or the right?”</li> <li>• Student response</li> <li>• “Exactly, it will go to the left because it happened before you were born. The earlier the event, the more to the left it will go, but the later the event, your birth, it will go more towards the right. Does anyone have any questions?”</li> <li>• Wait for questions.</li> <li>• “For this lesson we should be at a voice level of 1, can everyone show me what that looks like in 3,2,1....</li> <li>• “1,2,3. Eyes on me.”</li> <li>• “We also want to make sure we are raising our hand if you have any questions, this is collaborative work, we are going to stay seated, but you may move or sit wherever is comfortable for you to write, and as always, we are going to listen and follow directions for this lesson to be a success.”</li> <li>• Allow students to move throughout the classroom reminding them to maintain the voice level 1.</li> </ul>
	<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"> <li>• “First graders, come back to me.”</li> <li>• Wait for complete attention</li> <li>• “I am seeing very great spelling and help from other peers! You guys are doing great! Let’s make sure we are maintaining that voice level of 1. Another thing let’s make sure if the event is further back in time, we are putting it on the left side, and if it is more recent, were putting it on the right side of the timeline. If your parent’s or guardian’s event is on the right side, let’s erase that and fix it. We have about 10 minutes until we need to transition to math just to let you know!”</li> <li>• Give students reminders of time.</li> </ul>
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>• Place note cards on each student’s desk.</li> <li>• “Alright student’s, it’s time to wrap up, so if we could find our seats in the next thirty seconds that would be awesome.”</li> <li>• Give 30 seconds.</li> <li>• “Alright student’s, I want you to write how many events you did for your parents on one side of the note card.”</li> <li>• Give about 10 seconds</li> <li>• “Alright, now I want you to write the number of events you did for yourself on the opposite side.”</li> <li>• Give students 10 seconds.</li> <li>• “Now let’s add them together and share with the person sitting next to you.”</li> <li>• Give them 20 seconds.</li> <li>• “Nice job everyone, Johnny, could you please collect everyone’s notecard and place them on the back table please? Thank you.”</li> <li>• Transition to math.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.          Get down to the student’s level and read the events. Check in more on the low proficiency students.</p> <p>Use fist to five during the explain portion.</p> <p><b>Consideration for Back-up Plan:</b>          If students are not understanding the lesson, focus on major events that happened to them. The next day, focus on events that happened to their parents. The third day cover both parents and student’s events.</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:          By the end of the lesson, check student’s understanding of events. This could be the next day or during the writing period.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          In all honesty, I felt the lesson went horribly. I think the student’s made the lesson much better than it went because they are awesome and super smart. During instruction, I felt it went very smooth and each student understood the lesson and what I was expecting. However, there are a couple students on an IEP for LD that did not understand the instructions clearly enough, so I spent the majority of time helping those students neglecting the others and really pushing their learning. That is where I felt I went wrong, but I am eager to learn how to monitor students progress with a large population of students with a disability. After the lesson, I was able to see what formative assessments worked and which ones did not. In the next lesson, I want to use fist to 5 and a couple more formative assessments as well as more collaboration during work time. That might have been the component I was missing during instruction. After talking with Mr. Currie and Mrs. Massey, I now know more strategies to use for keeping students on track. I also need to have a back up plan for students that complete the activity early because I was not as prepared as I thought I was for that. Overall, after reflecting on the lesson, I would consider this to have been a successful lesson.</p>	

## Lesson Plan Template

Artifact 1:

Name: \_\_\_\_\_

Hello Parents and Guardians! My name is Brandon Plasch and I am this class' University of Mary practicum student for the remainder of the semester. I am so excited to get to know your children and you all more as the semester progresses! I think a fun way to get to know you all a little more is to show your children what big events were occurring during your lifetime. One of the bigger activities this week will be the construction of a timeline of both your experiences and their own. So, with your help, I would love if you could list a couple of major events down below for your child to bring back to school by Tuesday January 28<sup>th</sup>. These events can be from giving birth to beginning school. I look forward to hearing more about you and your child! Thank you again! Brandon Plasch

Timeline Events:

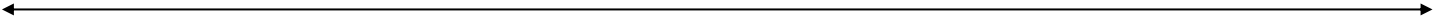
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## Lesson Plan Template

Artifact 2:

Name: \_\_\_\_\_

### Timeline of Events

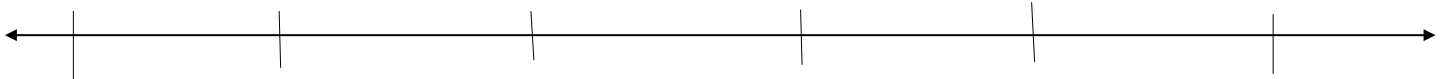


# Lesson Plan Template

Artifact 3:

Name: \_\_\_\_\_

## Timeline of Events



My parent's  
began school

My dad played  
football and track

My parents had me

I began school

I graduated high  
school

I began  
at Moses