

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 2nd</b>	<b>Subject: Social Studies</b>				
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Scholastic Video</li> <li>- Scholastic News</li> <li>- Scenarios printed</li> </ul>	<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>- Scholastic Video</li> </ul>				
<b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input checked="" type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input checked="" type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input checked="" type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input checked="" type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input checked="" type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Hands-on  <input checked="" type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table> Explain:	<input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling				
<input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<b>Standard(s)</b>  C.K_2.7 Explain and/or participate in a project to help or inform others about an issue.	<b>Differentiation</b>  <b>Below Proficiency:</b> The student will find it difficult to discuss and solve an issue/problem. Assist the student by providing more scenarios and continue to help them through the lesson.  <b>Above Proficiency:</b> The student will find it easy to discuss and solve issue/problems. Provide harder scenarios for the student to work through.  <b>Approaching/Emerging Proficiency:</b> The student will be able to discuss, solve, and express the issue/problem by solving the scenarios.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Scholastic Video, Scholastic News</li> <li>• Auditory: Scholastic Video</li> <li>• Kinesthetic: Scenarios</li> <li>• Tactile: Scenarios</li> </ul>				
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- By the end of the lesson students will be able to discuss, solve, and express an issue/problem by solving their scenarios.</li> </ul> Bloom's Taxonomy Cognitive Level: comprehension, application, synthesis	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> <li>- Be ready to learn</li> <li>- Follow directions</li> <li>- Hands, feet, objects to self</li> <li>- Clean and organized</li> <li>- Stay on task</li> </ul>				
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Pulling sticks to pair students</li> <li>- 1,2,3 eyes on me</li> </ul>	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> <li>- Be ready to learn</li> <li>- Follow directions</li> <li>- Hands, feet, objects to self</li> <li>- Clean and organized</li> <li>- Stay on task</li> </ul>				
<b>Minutes</b>	<b>Procedures</b>				
5	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Scholastic Video ready on computer</li> <li>- Scholastic News on the chair by the carpet ready for discussion</li> <li>- Scenario's cutout and ready to handout</li> </ul> <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- Have students sit in their desks and get their attention by using 1,2,3 eyes on me. Students today we are going to help our community by solving an issue/problem.</li> <li>- What is an issue/problem?                             <ul style="list-style-type: none"> <li>o Answers will vary.</li> </ul> </li> <li>- Way to go learners! We are now going to watch a video about a problem on the playground. I need you all to use your listening ears and zero voice levels.                             <ul style="list-style-type: none"> <li>o Watch the video</li> </ul> </li> <li>- After video is over transition students to the carpet for a discussion. Okay learners we are now going to use our walking feet and still have our voice level at a zero and make our way to the carpet.</li> </ul>				
10	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>				

# Lesson Plan Template

Date: \_\_\_\_\_

	<ul style="list-style-type: none"> <li>- Students will sit criss cross apple sauce at the carpet. Learners we are going to talk about how we can solve our issue/problem for the playground. Pull out the Scholastic News "The Playground Problem". Learners what are some ways our friends on the playground could have done better?             <ul style="list-style-type: none"> <li>o Answers will vary</li> </ul> </li> <li>- Very good learners, now the first step to figuring out what to do is to first get calm. What are some good strategies to calm down?             <ul style="list-style-type: none"> <li>o Answers will vary</li> </ul> </li> <li>- Read the response on the Scholastic News response.</li> <li>- The second step would be to talk about it. What are some good ideas for these two friends of ours to do to talk about it?             <ul style="list-style-type: none"> <li>o Answers will vary</li> </ul> </li> <li>- The final step which is step three is to come up with an idea together. What are some ideas you would suggest for these friends?             <ul style="list-style-type: none"> <li>o Answers will vary.</li> </ul> </li> <li>- Great job learners you just helped to friends solve an issue/problem. I am now going to get you into groups to solve issues/problems.</li> </ul>
15	<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>- Learners we are now going to work together in groups that I assign for you by pulling sticks. You will read the issue/problem with your group. After reading it you will act out a way using the three steps we just talked about (the steps will be on the board for students to revert to) What were the three steps? Write them on the board. I will give you eight minutes to work with your group to get this perfect. When time is up you will go back to the carpet and sit with your group. You will then act out the three steps to best solve this issue/problem.             <ul style="list-style-type: none"> <li>o Pull sticks for groups.</li> <li>o Tell students to wait to start until timer has started.</li> <li>o Allow the timer to run out for students to discuss and solve.</li> <li>o Call students back to the carpet.</li> </ul> </li> <li>- Pull sticks to decide who goes first.</li> <li>- Have students act out the scenarios.</li> <li>- 1,2,3 eyes on me. Students let's all sit on the carpet for a discussion.</li> </ul>
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>- Students what were some ways that you saw that were great ways to solving the issue/problem?             <ul style="list-style-type: none"> <li>o Answers will vary.</li> </ul> </li> <li>- Great work learners we all just learned some great strategies to solve issues/problems that we could experience.</li> <li>- Transition to the next activity by telling students to return to their seats quietly and quickly.</li> </ul>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)             <ul style="list-style-type: none"> <li>- Observing students answers to the explain discussion.</li> </ul> </li> </ul>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> <li>- Observing students acting out the scenarios.</li> </ul>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> <li>• What went well: Following the Scholastic website for social studies was a great way of new learning. I really enjoyed being able to explore the website that my teacher uses. The students really engaged in the video and the scenarios. The students really got into the scenarios, and it was great to see them work hard to solve the scenarios. They had really gotten into solving the scenarios and some students were very excited to act out the scenarios that they got.</li> <li>• What was challenging: I think the most challenging part of this lesson was getting all students to participate in the acting out the scenarios. Some students were very excited to act it out while some students were not. It benefited in my favor when we were running out of time, so we changed the lesson to just have a few students act out their scenarios.</li> <li>• What I would change: In the lesson I had to change it throughout the lesson as some students did not want to participate in acting out the scenarios. We had also run short on time, so I had just had the few students that wanted to act out the scenario act it out. I think this lesson did well at following the flow of things. Student got really engaged in and I think scholastic news will be something that I will use again in the future.</li> </ul>	

## Lesson Plan Template

Date: \_\_\_\_\_

- **What the students learned:** The students learned how to solve scenarios with a problem. The students learned about others' emotions and ways to solve a situation that occurs. Students really enjoyed this lesson and loved learning about ways to calm down and handle the situation when it arises.