

Anything written in red indicates changes made in the lesson plan based on reflection after teaching and overall growth as an educator after teaching the lesson.

Grade: 1	Subject: Social Studies
Materials: citizenship puzzle, cut poster board for book pages, printer paper for students	Technology Needed: Projector for photo example
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning ✦ 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) ✦ Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> ✦ Large group activity ✦ Independent activity <input type="checkbox"/> Pairing/collaboration ✦ Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 1.4.1 Apply good citizenship (e.g., respect, cooperation, honesty, responsibility) in the school environment.	Differentiation Below Proficiency: Students are given options of behaviors and choose the behavior that matches good citizenship. They are still expected to complete the drawing/writing portion. Above Proficiency: Students apply the concept of good citizenship by actively doing it in the classroom (picking up trash, cleaning up table spot, following directions, helping a friend). Approaching/Emerging Proficiency: Students can think of a way to show good citizenship at school and draw an example that relates to their assigned trait. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Auditory • Visual
Objective(s) By the end of the activity, the students will be able to identify characteristics of good citizenship by drawing a picture of what it means to be a good citizen and adding it to the citizenship book. Bloom's Taxonomy Cognitive Level: Apply	

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The will should walk from their carpet spots quickly, and quietly. This is being a good citizen!</p> <p>When the students hear the chimes, they should stop, look, and listen for directions.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>During the explore section, students should have a voice level 0 unless talking with a teacher.</p> <p>If you don't have any ideas, raise your hand and I will help you. The student may be given options as listed in the differentiation.</p>
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep:</p> <p>Prep materials for citizenship book. Pass out materials for students at their table spot.</p>
<p>10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • I will begin the lesson by having the student go to their carpet spots. • I will tell the students that I have a super cool special mission for them to do today. But before giving them a special mission, I need to know that they can do it by working together, telling the truth, following directions, and being safe! I will ask the class if they can do the special mission. (hopefully they say yes ☺). • I will ask the students to get into a circle. I will give the students a stack of the puzzle pieces. They should take one piece and pass the rest down. • The students will be given the puzzle piece with their class number on it. • After everyone has a piece of the puzzle, I will ask the students to look at the number they have on the back. In order of the numbers (1-24) the students should put the puzzle together. I will assist to ensure this is not a lengthy process. (pieces are arranged 1-6 in the top row, 7-12 in the second row, and so on). • When the puzzle is completed I will say “wow! You completed the mission! I even saw people taking turns, being helpful, being safe, and telling the truth.” • I will direct the students to looking at the puzzle, I will say “Look, our puzzle says the word ‘citizenship’ on it.” We are going to learn about what it means to have good citizenship today.”

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10 Explain: (concepts, procedures, vocabulary, etc.)

- I will ask the students if anyone has heard the word ‘citizen’ before. I will tell them that a citizen is a part of a community. I will say, for example, that we are all a citizen of this class and the school.
- **Vocabulary- citizen and community**
- I will tell the students that having good citizenship means doing our best to make the school or the class a good place to be for everyone.
- Using the puzzle, I will point out the other phrases I see (working together with others, being respectful, being honest, being responsible, and being helpful, and being safe.) I will give examples/ clarification of each phrase as we go.
 - Working together- share, take turns
 - Being respectful- treat others in a way that shows them that we care about them (it is respectful to look at someone when they are talking)
 - Being honest- telling the truth, doing your best work on an assignment
 - Being responsible- doing things you are expected to do (follow the rules, clean up after yourself)
 - Being helpful- reading a book to a kindergartener, helping your friend or teacher with a task
 - Being safe- walking in the hallway, making sure we tie our shoes
- I will tell the students that these are all things we can do to have good citizenship.
- **I will show the students the following picture and ask them what is happening that shows good citizenship.**



- **ex. Working together to build, safe because they are using it appropriately, helping each other, etc.**
- Citizenship, responsibility, respect, honesty, cooperation, helpful, safe (vocab)
- I will show the students the pages to our citizenship book. (I will show them that the pages relate to the phrases on the puzzle)

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10-15	<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">• I will have the students move to their seats according to the classroom management listed above.• As a class, we will make a citizenship book.• Each table will be assigned a page from the book, and each student will draw a picture that gives an example of that trait (ex. Being respectful- student draws a picture of holding your hand over your heart for the pledge).• I will remind the students of the behavior expectations.• During this time, I will move around the room, provide differentiation opportunities (listed above), answer questions, and assess the students learning. <p>Good citizen book page headings and examples:</p> <p>I can be a good citizen by...</p> <p>Working together with others, (sharing, taking turns, cooperating)</p> <p>Being respectful, (listening to the speaker, following directions, holding your hand over your heart for the pledge)</p> <p>Being honest, (telling the truth, not cheating)</p> <p>Being responsible, (doing my work on time, throwing away your trash, cleaning up my table spot)</p> <p>Being helpful (carrying a lunch tray for someone, picking up garbage on the floor)</p> <p>Being safe. (following the rules, using materials for the intended purpose, being safe on the playground)</p> <ul style="list-style-type: none">• Students who finish early should apply the concept by helping a friend when they are finished, picking up trash, cleaning up their table spot, etc.• When a student completes his or her drawing or writing, he or she should glue it into the page of the citizen book that is at his or her table.
5-10	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• At the end of the lesson, I will have the students go to their carpet spots.• I will tie all the pages together to make a book.• I will read the book and show the pictures to the students. I will point out a few of the pictures and ask the student who created it to describe how it shows being a good citizen.• I will tell the students that we not only gave examples of good citizenship in our drawings and writings, but we showed good citizenship because we worked together to make this book.

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	<ul style="list-style-type: none"> Extension (time allotted)- have the students sit in their circle spots- pass around the talking bean bag and have each student say one thing that they've done to be a good citizen.
<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>I can assess the students' learning throughout the lesson by analyzing their ability to apply the concept of good citizenship to real life. I will not analyze the quality of the students drawing- rather I will analyze their ability think of/ choose a behavior that matches the good citizenship trait. I know students understand how to be a good citizen as school if they draw a picture that shows an example of how to be a good citizen, verbally tell me what it means to be a good citizen, or by behaving in a way that shows good citizenship in response to this lesson.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>I can assess the students' learning at the end of the unit by analyzing the students' ability to cooperate with others, be respectful, honest, responsible, helpful, and safe while doing a school service project.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was successful because the students learned. Though, I do think this lesson created some challenges for classroom management. In the future, this is the area of the lesson that needs the most improvement.</p> <p>First of all, I know the students learned because they all drew a picture or wrote about the given topic within citizenship. Additionally, during the circle time review, they verbally gave an example of how to be a good citizen in the classroom. This shows me that my multiple forms of assessment allowed me to check understanding in different ways.</p> <p>The explore part of this section was fun and exciting. The students were excited when they saw words forming in the puzzle. This activity definitely got their attention and peaked their interest into what citizenship is. Most of them had smiles and showed enthusiasm about putting the puzzle together. Because they each had their own piece to add to the puzzle, everyone felt included and was interested in the outcome.</p> <p>As I moved into the explain portion, I noticed that many of them were getting wiggly. I moved quickly by explaining the 6 topics associated with citizenship as well as the word citizenship. I asked students to give examples of each of the topics and how we can practice them in the classroom. This was effective because it connected a theoretical concept with a concrete behavior or situation. One way I could improve</p>	

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this portion of the lesson is by incorporating pictures or scenarios to give the students a different way to understand the information and practice.

During the explore section, I challenged the students to use a voice level 0 while drawing their picture. They did this well for the most part. The trouble came when I was working on helping the students glue their pictures in and the other students were easily taken off track. I was constantly using a firm voice to ask the students to finish their drawing and practice good citizenship. In the future, I would have the pages of the book taken apart at the students pods and allow them to glue their picture in. This would have decreased the wait time for the students in line and encouraged those who were done to work on the extension rather than chat with friends about things that were not related to the lesson. This also would allow the students to take more responsibility for their work and would create less work for me!

Overall, this was a good lesson and I would use it in the future with a few adjustments.