

# Lesson Plan Template

Date: 2-9-20

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| <b>Grade:</b> 1 <sup>st</sup>  | <b>Subject:</b> Social Studies  |
| <b>Materials:</b> Whiteboards, Construction Paper, Worksheets, Glue, Scissors, Crayons   | <b>Technology Needed:</b> Video   |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br><input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers<br><input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL<br><input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate<br><input type="checkbox"/> Lecture <input type="checkbox"/> Modeling<br><input type="checkbox"/> Other (list) | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on<br><input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration<br><input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic<br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain:  |
| <b>Standard</b><br><br>E.3_5.4 Describe the necessity and impact of community services.  | <b>Universal Design for Learning</b><br><b>Below Proficiency:</b> these students can get help from their peers during both activities. Sharing during turn and talks will give them new ideas and help understand the content better.<br><b>Above Proficiency:</b> These students will be challenged to raise their hands and share their ideas when asked and help students who are struggling.<br><br><b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Watching the video, and seeing me model the activity and project before they work on it.</li> <li>• <b>Auditory:</b> Hearing the video and listening to me as I explain the content and directions out loud to the class.</li> <li>• <b>Kinesthetic:</b> Moving around the room during the group activity and transitioning from sitting on the carpet back to their desks.</li> <li>• <b>Tactile:</b> creating the poster by cutting, gluing and coloring the pictures.</li> </ul> |
| <b>Objectives</b><br><br>By the end of the lesson, the students will gain a better understanding about wants and needs by making connections to the materials that they use in their own lives.  |   |
| <b>Bloom's Taxonomy Cognitive Level:</b> Comprehension, knowledge  |   |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br>-We would begin with a large group activity and have some partner work throughout (turn and talks, think pair share) there will be a lot of movement during the group activity.<br>-The students would go back to their desks for an individual activity   | <b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b><br>-The students are expected to follow directions and be respectful when the teacher and their other classmates are talking.<br>-The students will use level 1 voices during the group activity so that they can hear my directions and level 0 when working individually.<br>-The students will be safe when using scissors and glue   |
| <b>Minutes</b>   | <b>Procedures</b>   |
| <b>3</b>   | <b>Set-up/Prep before lesson:</b><br><br>-make copies of worksheets<br>-have video ready<br>-Write "wants" on one side of the room and "needs" on the other   |
| <b>7</b>   | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b><br><br>-The students will meet at the front of the classroom and sit in their assigned carpet spots.<br>-We will begin by watching a short 5 minute video about Wants and Needs. It's a light hearted cartoon that the students would enjoy and stay engaged during.<br>-"Today we will continue to practice wants and needs. Can somebody raise their hand and explain to the class what a want is? What about a need?"<br><a href="https://www.youtube.com/watch?v=-k-nKtQ2Baw&amp;t=12s">https://www.youtube.com/watch?v=-k-nKtQ2Baw&amp;t=12s</a>  |

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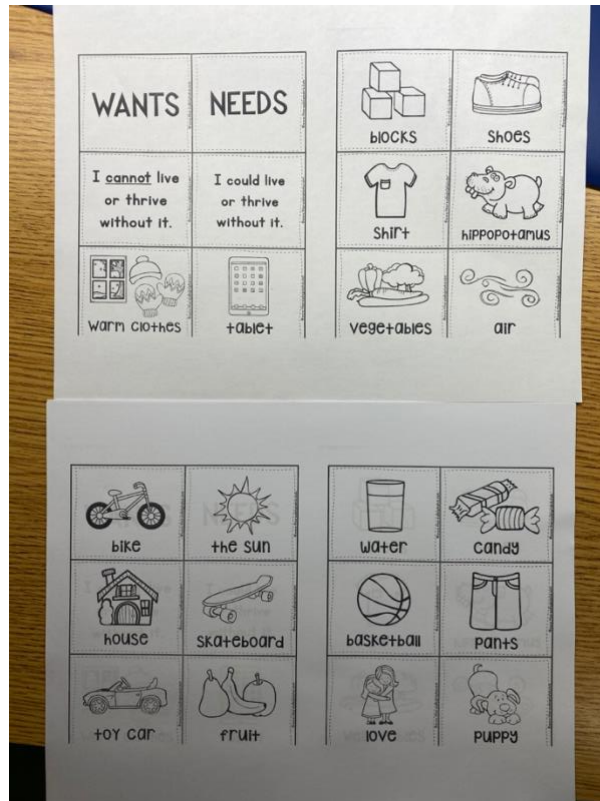
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|           | <p>-After the video, we will do a “think, pair, share” to discuss something new that learned. They will get a few seconds to think about what they learned, then they will pair up with the person sitting next to them and share their ideas with each other.</p> <p>-I will ask the students to raise their hand and share something that their partner said during their discussion.</p>  |
| <b>10</b> | <p><b>Explain: (teacher-led)</b></p> <p>-We will do a fun activity with the large group in order for the students to have a better understanding of the materials that are wants and the ones that are needs. I will explain the activity first and model it before the students try on their own.</p> <p>-“Now we will be doing an activity that will get us up and moving and help us to understand the difference between wants and needs. Remember that a need is something that we cannot live without. A want is something that we’d like to have but don’t necessarily need it to survive. Thumbs up if this is making sense to you”.</p> <p>-While the students are still sitting in their carpet spots, model the activity</p> <p>-If you look up at the front of the board, you will see the word “wants” and the back board had the word “needs”.</p> <p>When I say so, I am going to have you guys stand up and move towards the middle of the classroom. I will give you an object or idea and you will determine if it’s a need or a want and go to that side of the classroom. For example, if the word is water, I’m going to start in the middle of the classroom and think to myself “Do I need water to live?” I think I do, so I will walk to the needs side of the classroom”.</p> <p>-“Does this make sense? I want you to turn to a neighbor and explain the activity to them”</p> <p>-Have the students stand up and meet in the middle of the classroom. Give an object and see where the students go. Ask members of each side to raise their hands and explain their reasonings for going to that side of the classroom. Then, explain the correct answer and reasoning behind it.</p> <p>Examples to use during the activity:</p> <ul style="list-style-type: none"><li>• Food</li><li>• iPads/computers</li><li>• Shoes</li><li>• Shelter/homes</li><li>• Bikes</li></ul> |
| <b>20</b> | <p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <p>-After the group activity, the students will create a poster out of construction paper and cut outs from a worksheet. The worksheet will have pictures of everyday objects or things (air, love etc.) and the students will cut them out and glue them on the correct side.</p> <p>-Model this so that the students have a good understanding of what will be expected from them.</p> <p>“You will have about 20 minutes to work on this. I want you to cut and glue first and if you have time afterwards you may color the pictures”.</p>   |

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They would use this worksheet to cut, organize  
And glue the different pictures onto their poster.



### Closure (wrap up and transition to next activity):

-When the students are finished, we will go over the objects on the work sheet and the students will together call out if they placed it in the wants or needs side of their posters. The students will put their posters away during this activity so I can assess what they have learned.  
- "let's review. I'll call out a word from the worksheet and I want you to respond with either saying want or need"

### Formative Assessment: (linked to objective, during learning)

- Progress monitoring throughout lesson (document of student learning, data collection)

-I will use the group activity as a formative assessment by seeing which side of the room they go to for each word. This will allow me to determine which students are understanding the concept versus the ones that still need assistance  
-Turn and talks, Think Pair Shares

### Summative Assessment (linked back to standard, END of learning)

-The students would turn in their posters when completed so that I can see what they learned from this lesson  
-I could also give the students a quiz the next day about the content that the students are expected to know after this lesson, for example, the definitions of needs and wants and a matching portion with pictures.

### Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I really enjoyed teaching a lesson about wants and needs. My cooperating teacher Mrs. Leingang explained to me that the students had a guest come in and teach this concept, but they were very confused and didn't get a lot out of the lesson. With that being said, she suggested that I reteach it to them. This made me determined to think of a fun activity that was engaging for the students while also getting the point across. I normally wouldn't prefer to use a video as my attention getter, but I was able to find a light hearted cartoon that I thought the students would really enjoy. They were engaged throughout the video and had great conversations with their partners during the turn and talks. My favorite part of the lesson was the group activity. This was new to the students and they seemed to really enjoy moving around and voicing their opinions. Each word I said lead to a class

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discussion and all the students were very engaged. At first, they did not believe me that iPads and computers were wants instead of needs. Although I was able to convince them otherwise, I was really impressed by their reasoning behind it. I'm glad I used Mrs. Leingang's feedback from previous lessons to model before sending them off on their own. This prevented confusion and allowed students to know exactly what was expected from them throughout the entire activity. The students ran out of time at the end, and many were disappointed that they did not get to color their pictures. With that being said, I allowed the students to bring their posters home at the end of the day and told them that they could color it at home with their family members.

