

Lesson Plan Template

Date: _____

Grade: 3 rd	Subject: Social Studies
Materials: computers, poster paper, lined paper, pencils	Technology Needed: computers (Kahoot)
Instructional Strategies: <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)	Guided Practices and Concrete Application: <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:
Standard(s): (This is a BPS 3 rd grade social studies standard) SST-03.4.01 Identify the roles, rights, and responsibilities of a citizen in a community (e.g., obedience to laws, the right to vote, service to the common good).	Differentiation Below Proficiency: Student is given a list of rules and they circle which ones they think could and should be applied and used in the classroom. Above Proficiency: Student is the writer for the small group when coming up with the list of classroom rules. They are told they have to lead the group discussion for coming up the list of classroom rules. Student makes a list of rules that are used outside of the classroom that we use every day in our lives. Approaching/Emerging Proficiency: Student completes lesson as is. Modalities/Learning Preferences: Auditory: Discussion is done out loud with the whole class and in the small groups about rights, rules, and responsibilities. Visual: Kahoot questions on the computer and the screen, writing the list of rules and different examples up on the white board or on a poster board paper. Tactile/Kinesthetic: students come up and write ideas on the board, working in small groups make a list of rules, working on the computers during the kahoot game
Objective(s) By the end of the lesson, student will identify rules, rights, and responsibilities in a community by creating a list of classroom rules. Bloom's Taxonomy Cognitive Level: Analyzing, Evaluating, Creating	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students only work on and touch their own computer and no one else's. If they do, then they have to put their computer away. • Students should be sitting in their assigned spots in the front of the class and be actively listening when the teacher or another student is talking. • Students are respectful of other student's ideas and work appropriately in small groups.
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will sit in their assigned spots on the floor in the front of the room. • I will call on students by drawing a stick with their name on it, pick a number 1-22 based on the student assigned numbers, or have them raise their hands. • When transitioning from the front of the classroom to the desks or small groups, I will do it by their numbers. For example, numbers 1 through 5 can put their computers away. • I will have a piece of white lined paper out on different tables ready before the lesson. 	
Minutes	Procedures
Set-up/Prep: <ul style="list-style-type: none"> • Create and have ready Kahoot with the pin. • Have google slides ready to pull up. • Make list of groups students will be working in to come up with rules. Have a piece of line paper ready for each group. 	
Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Students will need their computers and be logged in and on the Kahoot page. https://create.kahoot.it/share/rules-rights-responsibilities-in-a-community/414d7279-fe84-4324-b900-033f603309a9 • Sitting on the floor near the front or where they can see the screen on the board. • Give the students the kahoot pin so they can log in to the game. Wait for all student to be on the screen with their classroom number. • Then begin the kahoot and read the questions out loud for the students as they go. • Once the kahoot is done have the students close their computers. Then bring them all pack together at the front of the room in front of the board. 	
Explain: (concepts, procedures, vocabulary, etc.)	

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	<ul style="list-style-type: none">• Review how the kahoot went. What questions did the students get right or wrong? Talk about why they were wrong or right.• Open up the google slides on responsibilities, rights, and rules in the community. https://docs.google.com/presentation/d/1miBzZQ9gRSJ3m-ccaQgsYORmv2owlq-45I-5-RkZGv4/edit?usp=sharing• Start by discussing what a community is and give examples. Follow along with the slides.• Ask the students what else is a community and write their answers down on the white board or poster paper.• Then discuss what responsibilities are and give examples. Follow along with the slides.• Ask the students what their responsibilities are and write their answers on the white board or poster paper.• Next discuss what rights are and give examples. Follow along with the slides.• Ask the students what are their rights and write their answers on the white board or poster paper.• Finish by discussing what rules are and give examples. Follow along with the slides.• Ask the students what rules are in the community and write them down on the white board or poster board.<ul style="list-style-type: none">○ For all four parts, try to connect the student's ideas to the classroom community.• Explain to the students that now that we have a better understanding of responsibilities, rights, and rules that they are going to come up with a list of rules for the classroom.• The list is going to be put onto a large poster that will be hung up in the classroom so the whole class can see it.• The students will each come up and sign the list of rules, which will mean they agree with them and promise to follow them.
	<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">• Break the students up into 5 or 6 groups and give them one piece of paper and assign one person in the group to be the writer.• Tell the class that in their groups they are to come up with a list of classroom rules that they think are expectable and reasonable for everyone to follow. Should be at least 5 (fab 5) and no more than 10. Encourage them to keep it simple.• Set the timer for 5 minutes and let the students work on their list of rules.• Once the time is up and it seems like the students have finished making their lists, bring the class back together and have the student who wrote the list bring up them up.• Read the lists out loud to the class and discuss which ones are on multiple lists should go up on the big actual list.• After discussing what the students had on their own list, create the final big list by writing the rules on the poster paper.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• Read through the list of rules and discuss what each one means.• Once the rules are on the poster paper, have the students come up a few at a time and write their name (signature) on it.• Explain that by putting their name on it, they are making a commitment to the class to respect and follow these rules.
<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?)• Keep scores of students Kahoot results.• Collect students list of rules they made in their small groups.• Ask questions along the way when going through the google slides to make sure students are understanding.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• Students sign their name on the whole class list of rules saying they understand and agree to follow them.• Extra option of having the students write and recreate their own list of rules that they will follow and sign at the end.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought my social studies lesson was really engaging and the students were able to learn from it. I was happy and surprised to see so many of the students listening and participating during my explain section, which is where they had to sit and listen the longest. I thought I did a good job of allowing every student to get a chance to participate in different ways, either by calling on them for examples or by having them be the writer for making the list of rules in small groups. Something I feel didn't go as well or that I would do differently was transitions and time management. Transitions are difficult in general for this class so being able to plan ahead for how to transition from one part of the lesson to another would be helpful. I think doing the transitions differently so the students are all going at once would help also with time management because it would take almost 5 minutes just to move from the kahoot and putting the computers away to the whole group instruction. I would instead maybe have the students just put their computers at their desks and not all at once. I would maybe call out numbers of the students and have only a few go at a time. By the end of the lesson, the students were able to tell what rules are and even come up with a list of classroom rules that they thought were appropriate. I had them all sign their names on the list so that they were able to say they agree with them and will follow them. I have to say I had a lot of worry and anxiety going into this lesson just because this class has a lot of talkers and behaviors, but I was happy with how it went over!</p>	

Post-it Tabletop Easel Pad 3M

Mrs. Vilhauer's Class Rules

- listening to the teacher when they are talking (active listener)
- respectful actions
 - Tehya
 - Paisley
 - Wendell
- personal space
 - Devin
- active learner
- respectful words
 - Leilianie
 - Tavey
 - Myles
 - Ashlynn
 - Zayden
 - Grace
 - Jacele
 - Cedarian
 - Zorfi
 - CoraH
 - Kaila's
 - Melissa

Problem

Rights

- sleep
- go to school
- be yourself
- go to bathroom

Responsibilities

- do the dishes
- take ^{care} of pets
- cooking
- keep everything nice
- classroom jobs

Community

- School
- Home
- Hospital
- Bismarck