

Social Studies, Communities and Neighborhoods Lesson Plan

Grade: 1st		Subject: Social Studies	
Materials: fruit and veggie manips, basket, stop light necklace, paper, colors, markers		Technology Needed: none	
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) 1.4.2 Explain the purpose for rules in home, school, and community		Differentiation Below Proficiency: Have student show how a rule should look rather than draw Above Proficiency: Have student write the rule out and why it is important on their visual Approaching/Emerging Proficiency: Have student draw and write their rule on their visual Modalities/Learning Preferences: Kinesthetic, visual, auditory, tactile	
Objective(s) By the end of the lesson, students will be able to understand the purpose for rules in a community by comparing community and classroom rules as a class and creating a visual of one of these rules. Bloom's Taxonomy Cognitive Level: III - Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Number off students (1, and 2) to form our bus line "All aboard!?" When students are ready they will say "choo choo" Talk about hallway procedures Clap and repeat 3, 2, 1 "My talking is done" Play soft piano music for worktime		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to use proper hallway manners/procedures Raise hands to ask questions Follow the red, green, and yellow rules Do their own work Clean up Take part in discussion	
Minutes	Procedures		
20 min	Set-up/Prep: Cut out green, yellow, and red circles (stop light), gather basket and manipulatives, create an example		
5 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Read Farmer's Market short story in curriculum book Play red light, green light accommodated game - on tippy toes, in a two lines of 9, behind me (the stop light) Go over rules quickly We are going to drive to the farmers market like they did in our story. Students need to follow the directions of Mrs. DuBord and the stoplight as we travel. (Hallway procedures) <ul style="list-style-type: none"> - Number students off - Create two lines 		

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	<ul style="list-style-type: none"> - Our tires are our tippy toe feet - Our voices are silent <p>Driving to the farmers market!</p> <p>Play</p>
10 min	<p>Explain: (concepts, procedures, vocabulary, etc.) Tell students that we are now at the farmers market. Explain to students that a stop light is a rule, helping make sure that drivers are safe What happens when cars don't listen to the stop light? Accident!</p> <p>Bring out a basket with some fruits and veggies in it The basket represents the community and each piece of produce represents a specific community rule Explain those rules and have students give a thumbs up if they have heard the rule before Apple (an apple day) – don't steal Zucchini (long like a seat belt) – wear a seat belt Banana (makes a smile) – be kind to others Onion (leaves a mess) – put trash in cans Tomato (A red helmet) – wear helmets</p> <p>As a class, change the community laws to classroom laws A classroom is a community! Don't steal = don't cheat Wear a seat belt = walk nicely in the hallway Be kind to others = be kind to others Put trash in cans = clean up our space Wear helmets = follow playground rules</p>
10 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students go back to their desk and draw out a rule they think should be added to our list Draw a visual of the rule Write a sentence about the rule and its importance</p> <p>Then have them share their rule, why it is important, why they like it with as a share out</p>
5 min	<p>Review (wrap up and transition to next activity): Review the five fruits and veggies and their corresponding rule</p> <p>Ask students why rules are important Ask students where rules are important Ask students how they will be able to show me these rules at school</p> <p>Have students hand in their sentence and picture Transition to next activity.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Reflect on student answers to these questions:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Go over student artwork to determine understanding</p>

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Ask students what makes up a community
Ask students why rules are important
Ask students where rules are important
Ask students how they will be able to show me these rules at school
Ask students if they like rules and why

Walk around during worktime and have students explain their work

Consideration for Back-up Plan:

If students can't handle the hallway, have them play red light green light by walking or stopping in place in the classroom

If we run out of time or the concepts aren't being understood, I will elaborate on the importance of classroom rules by making a visual organizer instead of having students draw.

Go over student writing in writing notebooks to check for meaningful and purposeful rules and descriptions

If applicable- overall unit, chapter, concept, etc.:

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

This was my first lesson of practicum two and I was very confident in it. When scheduling and planning my lessons with Mrs. Uhler, she told me that the students were a very chatty bunch. I made sure to consider this while planning. I put a lot of time into planning lessons that use effective methods for a young, chatty class. Thankfully, this seemed to have paid off.

I began the lesson by reading a short story titled, "Farmer's Market." It was from the first grade curriculum book. Some of the students said that they had read it before, so I made sure to give them the special job of looking for how the characters got to the farmers market and what they did there. At this point in the lesson, I would have changed a few things and explained to the class what a farmers market is. Although the pictures explained the basics of a farmer's market, there were many students left wondering more. I clarified after the story and after our game.

After reading the lesson, I began asking students about how the characters got to the farmer's market. I listened to their thoughts and slowly redirected the class to think about the rules that the bus driver had to follow as well as the unspoken rules that the characters followed. I learned quickly that first grade students' thoughts and ideas wander so discussion needs to be short, concise, and explicit. After this realization, I immediately introduced my red light green light game and we went on our way into the hall. I had the students pair up to create our bus. Next time I would have paired them up just to make sure no issues would arise. I was not sure how well the students would handle the hallway game, but they did awesome! I saw many smiles and received many positive comments from the students.

Next, I showed the class my basket full of goodies from the farmer's market. This grabbed the students' attention right away. I explained the relationship between communities within the school and the greater world outside the school walls. I used fruits and veggies from the farmer's market to help me describe five common rules in the community. Then I had the class help me alter these rules into classroom rules. Thankfully, I made funny connections from the produce to the rules and students loved this. They easily translated the rules and understood what we were talking about. I knew they were learning based on their discussion with me and each other as well as a result of their excitement.

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After talking through community and classroom rules, I sent the students back to their desks to apply what they just learned. Instead of having students use a white sheet of paper, I had them write about a rule in their writing journals and then draw a picture to support their writing. The students transitioned really well, however, many of them asked for directions again after they were at their desks. Thankfully, with some extra prompts, they were able to catch on. Many of the students finished their work before lunch and the rest of the class finished theirs' after lunch. I walked around and asked students questions, assisted them in their thinking, and had them tell me about their rules. They did a great job and really expanded on our discussion. I was impressed with what they came up with.