

Social Studies Lesson Plan

Date: 10/07/21

<p>Grade:1</p> <p>Materials: Paper, Pencils, Magazines, and Interactive Board</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<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)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Social Studies</p> <p>Technology Needed: Interactive Board</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<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:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard(s)</p> <p>E.K_2.4 Identify how community helpers impact others.</p>	<p>Differentiation</p> <p>Below Proficiency: Students who are below proficiency will get support from their peers during turn and talk activities. They will also be supported by the teacher because most of the discussion will be group based. They will also be able to follow along on the worksheet.</p> <p>Above Proficiency: Students who are above proficiency will be challenged to write more complex sentences and think deeper about community helpers.</p> <p>Approaching/Emerging Proficiency: The emerging students will participate in the group discussion and complete the worksheet as assigned.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students can look and follow along with the magazine. • Auditory: Students will listen to the discussion about community helpers, and I will read the magazine article out loud. • Kinesthetic: The students will transition from the carpet to their desks for work time. • Tactile: They will be able to hold the magazine to follow along. They also will get to use pencils to write and coloring utensils to draw the picture. 				
<p>Objective(s)</p> <p>Students will be able to identify different types of helpers that are in the community and explain how these jobs benefit the community.</p> <p>Bloom's Taxonomy Cognitive Level: Identify and Explain</p>					
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Large group/lecture-discussion: Students will have their listening ears on, and their voices off. Students will be sitting with their hands in their lap, and their focus will be on the teacher.</p> <p>Individual Work: Students will work quietly with their voices off to complete the activity. If they have questions, they will raise their hand until the teacher can assist them.</p> <p>Clean-Up: Students will all participate in clean-up efforts. Materials will be put away and completed worksheets will be turned into the language arts homework bin.</p> <p>Transitions: Teacher: "Okay class, once you have finished the assignment, put your materials away, turn it in, and go get your new bin from Tuesday." Teacher: "Class Class" Students: "yes yes"</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>During the lecture students' voices will be off, they will be sitting respectfully, and their eyes will be focused on the materials.</p> <p>When seated at the carpet, students will be responsible for making sure they made a good choice of where to sit and who to sit by.</p> <p>During individual work time, students will stay seated at their tables and work quietly.</p> <p>During clean up time students will use their walking feet, put materials where they belong, and wait quietly until given further direction.</p> <p>During transition phrases students will stop what they are doing and focus their attention on the teacher with their voices off.</p>				
Minutes	Procedures				
2	<p>Set-up/Prep:</p> <p>Get the magazines out. Have the students sit on the carpet to begin the lesson.</p>				

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	<p>Write the questions on the board for them to journal about.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>To begin the lesson and get the students engaged, we will have a group discussion about community helpers.</p> <p>Begin lesson by asking students, “Who can remind us what a community is?”</p> <ul style="list-style-type: none">- A group of people who come together for a common purpose. <p>Once we have discussed what a community is, we will move on to what it means to be a helper.</p> <p>“What does it mean to be a helper?”</p> <p>Students will share responses.</p> <ul style="list-style-type: none">- A helper works to help other people. Just like it sounds like. <p>“When we combine the two terms, we get community helper.”</p> <p>“Today we are going to learn about community helpers.”</p> <p>“What or who do you think community helpers are?”</p> <p>Think in your head about it for a bit.</p>
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Have students share who and what community helpers they know about.</p> <p>Explain that there are different kinds of community helpers!</p> <p>Questions:</p> <p>I want the student to pull from their previous experiences and knowledge.</p> <ol style="list-style-type: none">1. Who keeps people safe? Police Officers keep everyone safe and protect the city.2. Who keeps people healthy? Doctors, nurses, and dentists are important because they help people who are sick and in the hospital.3. Who helps run a community? The president, governors, people in the white house, and other officials help run the government and the city.4. How can you become a community helper? Let the students think about ways they can be community helpers. Have them TURN AND TALK to their neighbor about two ideas they came up with. I will give them <u>one minute to share</u>. <p>“Now let’s think about something a little different”</p> <p>“What would happen if there were no community helpers, for example police officers, doctors, teachers?”</p> <p>Give students another minute to think.</p> <p>Students will TURN AND TALK with a partner. Partners will share their answers.</p> <p>The class will discuss different community helpers and how they help the community.</p>
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>“We know that there are a lot of different community helpers. Today, we are going to learn more about firefighters.” Appendix B</p> <p>“We are going to read about them together in the scholastic magazine and answer some questions at the end.”</p> <p>I am going to have my passers pass out the scholastic magazine to everyone.</p> <p>We will read the magazine together as a class and fill out the back together.</p> <p>I will make sure to think out loud when working through the magazine with them.</p> <p>“Now that we are finished with the magazine, I would like you to turn it in and get a worksheet from the front.”</p> <p>“We are going to journal about someone who is a helper in your life.”</p> <p>Worksheet Appendix A</p> <p>Once we finish that, students are going to brainstorm about helpers in their lives.</p>

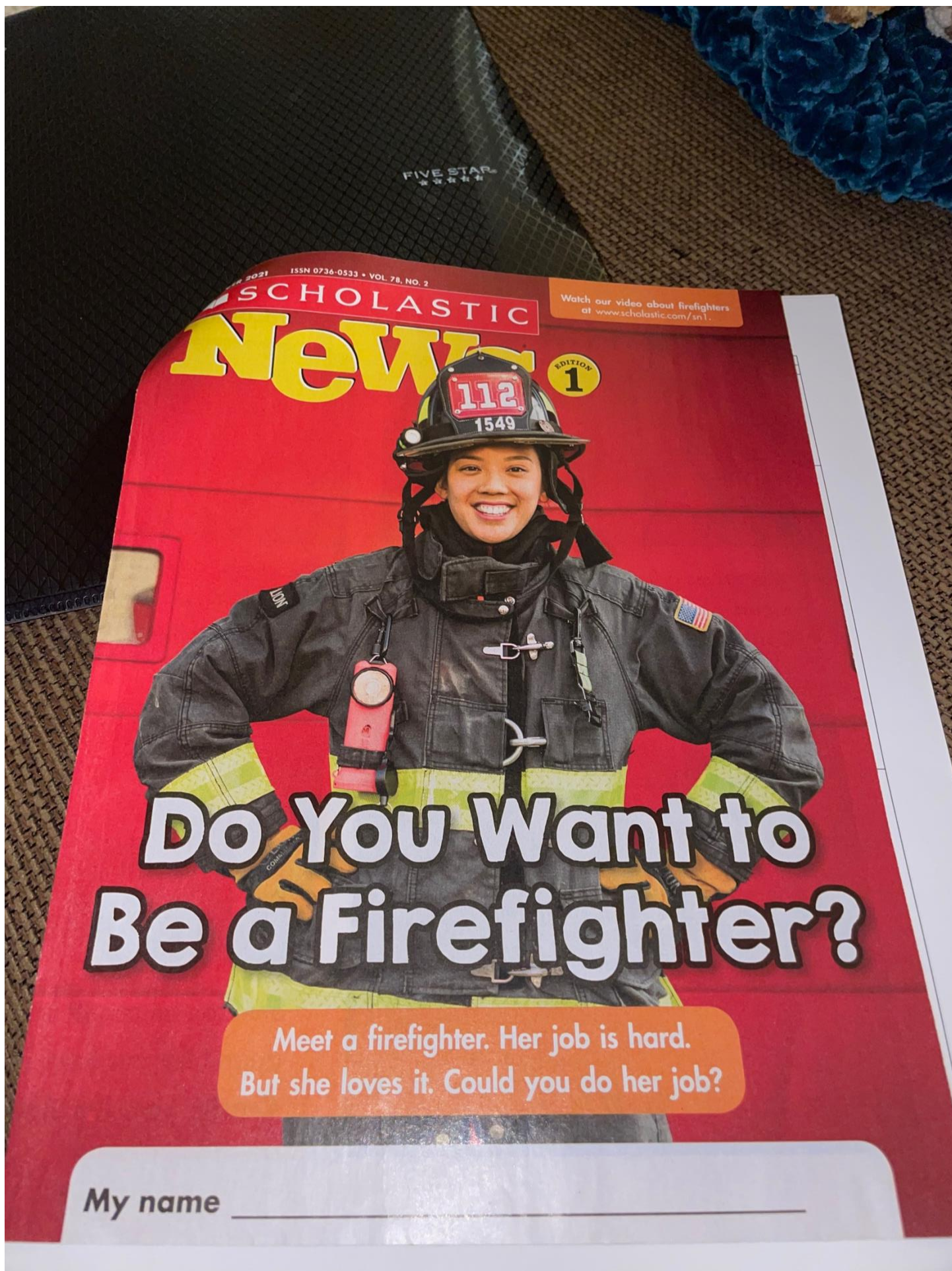
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	<p>Questions to think about and write about: Will have these displayed on the board for their reference and to follow.</p> <ol style="list-style-type: none"> 1. Who is your helper? 2. What does your helper do? 3. How does your helper help the community? 4. Illustrate a picture of your helper. <p>If we have time, students will share their complete work with the class.</p> <p>After they are done, they can leave their sheet at their desk and work on their bin.</p>
4	<p>Review (wrap up and transition to next activity):</p> <p>Once the students have all finished and shared their helper, I will have them put the sheets in the turn in bin.</p> <p>“Once you are finished with your work and everyone has had a chance to share, please turn the paper into the turn in bin.”</p> <p>I will transition them back to Mrs. Fischer for the rest of the subject.</p>
<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 will ask them questions throughout the lesson to guide their learning and assess their understanding.</p> <p>It will also be the worksheet where they write and draw about a community helper for them. I will be able to look over their work to see if they understood who community helpers are and why they are important.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p>
<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"> • The introduction to the lesson went well and the students really engaged talking about what a community is and what helpers are. • Using the magazines was a different experience for them and they enjoyed the change of pace. • In the future I would try to project the magazine on the board to make it easier for the students to follow along. • Another aspect I would change or alter is the pictures I use to describe firefighters. A lot of the students claimed that they could do all the things firefighters do, which is good that they have confidence. I just thought the pictures didn’t do the profession justice. • The activity on the back of the magazine was difficult for them to complete on their own because it used some bigger vocabulary words. I will go through it as a class in the future or just skip to the next activity. It wasn’t really content based. • My favorite part was the activity at the end, the students were so excited to draw a community helper they knew and it got them excited about writing. • When some students struggled to find an idea, classmates helped them figure out who to draw a picture about. 	

Appendix A

The form is enclosed in a decorative border with a scalloped edge. It features a large, empty rectangular box at the top, intended for a title or main topic. Below this box is a section with ten sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting. At the bottom of the page, the text "Copyright © Free4classrooms.com" is printed.



FIVE STAR
★★★★★

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SCHOLASTIC
News

Watch our video about firefighters
at www.scholastic.com/sn1.

EDITION
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112
1549

Do You Want to Be a Firefighter?

Meet a firefighter. Her job is hard.
But she loves it. Could you do her job?

My name _____

Casey's Job

Casey is a firefighter.
Could you do her job?



She drives a fire truck. She turns on the **siren**. She speeds past cars.
Could you do that?



She climbs a ladder. She helps people in tall buildings. She carries them out.
Could you do that?



She sprays water to put out a fire. The hose is heavy. She holds it up.
Could you do that?



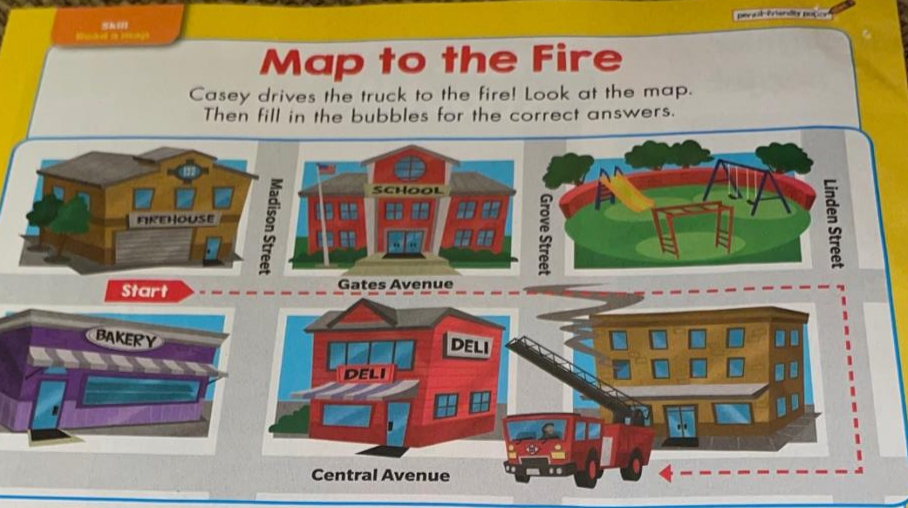
She has an **ax**. It can break down a door. She can save people inside.
Could you do that?

Talk About It!

Casey wears a lot of **gear**. Why do firefighters need so much gear?



Firefighters wear a lot of big gear to keep them safe in a fire. But they are still friendly firefighters!



1. Where does Casey start?

-  school
-  firehouse
-  playground

2. Which one does she pass first?

-  playground
-  burning building
-  school

3. On which street does she park the fire truck?

- Central Avenue
- Gates Avenue

★ Bonus

Draw a path from the deli to the firehouse.

