

EDU 338 Lesson Plan Template

Language Arts

Characters emotions

Write a personal narrative

Draw a plot story line, filling it out together in small group

Math

Draw and recognize shapes

Measure objects with appropriate tools

Word problems with money

Science

Create physical models

Water freezing experiment

Plant and sunlight experiment

M.2 Self- Confidence in ability to succeed

B-SMS 6. -- Demonstrate ability to overcome barriers to learning

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 6. Use effective collaboration and cooperation skills

B-SMS 3. Demonstrate ability to work independently

B-SMS 1. Demonstrate ability to assume responsibility

Social Studies

Responsible citizens

Create a map

Recognize symbols of the United States

Arts

Household materials to create art

Describe the mood suggested by an artist

Describe art work based on the cultural and time period

EDU 338 Lesson Plan Template

Grade: second grade		Subjects: mathematics, mindset, self-management skills	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) (both S/E and content) 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. M.2 Self- Confidence in ability to succeed B.SMS 6. – Demonstrate ability to overcome barriers to learning		Objective(s) (both S/E and content) By the end of the lesson the learner with be more confident in their ability to work through and complete the math problems of recognizing and creating shapes with specified attributes.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Cards with different shapes on them • Individual white boards • Individual white board markers • Play dough 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “What are some different kinds of shapes that you can think of?” • “Where outside do you see certain shapes?” • “What is your favorite shape?” • “What does it mean when I say a shape’s attributes?” • “Today learners, we are going to look at a picture of a shape, then draw it on our white boards with the correct attribute. Why do you think I have the play dough out?” (to make the shape with play dough) <ul style="list-style-type: none"> ○ “That’s right learners! After we draw the shape with the correct attributes, then we get to make the shape with our play dough.” • “What can we do if something gets hard to create instead of getting frustrated and quitting?” (preserver- “What does preserve mean?”) • “Remember you are all great mathematicians, and you are all capable of succeeding!” 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Vocabulary: succeed, preserver, shapes, attributes • “Mathematicians, in front of you, you have your own white board, marker, and play dough. With these materials we are going to create different shapes focusing on their correct attributes.” <ul style="list-style-type: none"> ○ “What are the attributes of a square...triangle...trapezoid...etc?” • Explain: <ul style="list-style-type: none"> ○ Teacher is going to hold up a card with a shape on it, as a group we are going to share out that shapes attributes together ○ Teacher will leave the card lay in front of them in case they need to reference it ○ When showing the first card, teacher will draw the shape and think aloud <ul style="list-style-type: none"> ▪ “I saw that shape was a square, I know a square as four sides that are the same and four angles.” ▪ As teacher is talking through this, the teacher will draw the shape ○ Teacher will then ask students to grab their markers and white boards, the students will draw this shape on their board with the correct attributes <ul style="list-style-type: none"> ▪ If the learner is struggling and getting frustrated, “ ____ I see that you are frustrated by the expression on your face, what can you do to help you get through this problem?” <ul style="list-style-type: none"> • May need to remind the learner to use the resource set in front of them (shape card) ▪ If learner is doing well state something like, “Wow ____, I really like how you are working through your problem and persevering even if some parts get hard when you are drawing your shape.” 		

EDU 338 Lesson Plan Template

	<ul style="list-style-type: none"> ○ After the students have drawn the shape correctly on their white board, teacher will then ask them to grab their play dough <ul style="list-style-type: none"> ▪ Teacher will show students different ways they can make that show with the play dough ▪ Students will make this same shape with the play dough <ul style="list-style-type: none"> • Students have the choice on how to make this shape (ex: roll pieces like a snake and connect them, flatten play down like a pan cake and press design into it, etc.) ▪ “Good job mathematicians! I see you all are working really hard on creating you ___ shape. I knew all of you could do it, and I appreciate how you are all persevering through even if it gets hard.” • Students will continue the cycle of looking at different shapes aspect’s, drawing the shape, and then creating the shape with play dough. 	
	<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"> • Teacher will give directions to the small group and stay with them throughout this activity (teacher will pay extra attention to make student working on confidence and perseverance to make sure they are not getting too frustrated that they quite) • Students begin discussing the first shape when the teacher hold the shape card up • Students begin drawing the shape after the small group discussion • Students begin creating the shape in their play dough when they are done drawing the shape • Teacher reminds students throughout this lesson when they are doing a good job and what for so they keep working • Reflective questioning – <ul style="list-style-type: none"> ○ “What was hard for you in this lesson?” ○ “How did talking about the different shape before drawing them make you feel?” ○ “Why is it important to preserver through something?” 	
	<p>Review (wrap up and review of learning):</p> <ul style="list-style-type: none"> • Learners will remain seating in the small group for review until they switch to the next math learning station • “Learners, today we worked on creating shapes with the correct attributes. We drew shapes and make them with clay. I appreciate how all of you worked through hard problems without giving up and getting frustrated with themselves. You all did such a great job and succeeded at making the different shapes.” 	
	<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Observation of the child counting the angles and sides while they are drawing the shape and creating the shape with play dough. The teacher will observe the child’s ability to preserver though making these shapes as the child is guided with praise.</p>	<p>Summative Assessment if applicable (linked back to objectives, overall unit, chapter, concept, etc.)</p> <p>The student will hand in a paper with the two drawn shapes that the teacher asks them to draw. These shapes will be ones that the student has been practicing in the small group. The teacher will look to see if the shape has the correct attributes.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

EDU 338 Lesson Plan Template

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Standard(s) (both S/E and content) 2.K-2-ET1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ET1.B: Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. B-SMS 2. Demonstrate self-discipline and self-control B-SS 6. Use effective collaboration and cooperation skills		Objective(s) (both S/E and content) By the end of the lesson, the learner will model how to use self-control when there is whole group instruction and group work by not blurting out and being an active helper. The learner will model how to let group members all participate when creating a physical model of their toy cars by letting them try their ideas on the model.	
Minutes	Procedures		
	Set-up/Prep: 5 buckets of Legos 10 containers of play dough Group drawings of their toy card from previous science class		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “What have we been working on this past week?” • “What is the importance of drawing models before we create the physical model?” • “What are some things that your car drawing might have on it that you’ll create in your physical model?” • “Learners, today we are going to become engineers and create the physical model of your car drawings!” <ul style="list-style-type: none"> ○ “What is an engineer?” • “Remember as an active member of your group, it is important to take turns and collaborates so that everyone gets a chance to build parts of the car. One person in the group cannot build the whole thing.” • “What else is important to remember when you are in your groups working on together?” <ul style="list-style-type: none"> ○ (everyone has different ideas and opinions, so it’s okay if somethings on your model are not the way you would do them, collaborating together-good group members don’t yell at each other each other or tell them they are doing something wrong) 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Vocabulary- physical model, collaborating, engineer • “Engineers, please get into your science groups that you’ve been in this week.” • “_____ would you like to help me pass out the materials (1 Lego bin and 2 play dough containers per group) to our group members while they are getting set up?” <ul style="list-style-type: none"> ○ Keeping _____ busy with a job while groups are getting ready • Explain: <ul style="list-style-type: none"> ○ Now that everyone is in their science group, teacher will have _____ pass out each groups paper drawing of their toy car ○ “Remember what it looks like and feels like to be a good group member” 		

EDU 338 Lesson Plan Template

	<ul style="list-style-type: none"> ○ “What should you do if you get frustrated in your group?” (take deep breaths, take a walk around the room, ask our group members to explain why they think it should be built a certain way so you can understand what they are doing better, remember it is okay that everyone has different ideas) ○ “Let’s practice being good group members today by collaborating and listening to what other people have to say and letting everyone take turns building the physical model together) ○ The groups will be able to build their car however they think is right. They are able to use the Legos and play dough together or separately for this project. ○ Everyone in the group should get a turn to build a part of the car and add onto it to create their physical model ○ “Engineers, when you are all done building your models, we will have a gallery walk at the end”
	<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"> ● Students will begin creating their physical model of their car – about 15-20 minutes ● Teacher will walk around to all groups in the classroom, but pay close attention to ____ group to see if they are practicing collaborating skills and self-control <ul style="list-style-type: none"> ○ If ____ is doing well at their self-control - “ ____ I really appreciate how you are letting all the group members take turns building on the car. You are doing such a good job in control your body and words. Keep up the good work!” ○ If ____ is doing well with collaborating with teammates– “You are all doing so well at working together and talking through your thoughts. I love how your group is collaborating.” ○ If the ____ needs to be redirected because they are not practicing self-control- “ ____ I see that none of your group members have been working on the physical model of the car, what do you need to do to be a good group member? Good group members, let everyone get a turn to express their ideas.” ○ If ____ is not collaborating with the group members- “____ how do you think your group members feel when you don’t allow them to collaborate with you on creating the physical model of your car? Remember what it means to be a good group member.” ● When the students time is done, have them do a gallery walk to look at the group member’s cars ● Students will return back to their groups when the gallery walk is done ● Students will have an opportunity to raise their hand to say what they liked or if they had a question for a different group member. <ul style="list-style-type: none"> ○ ____ is able to practice whole group sharing, and self-control by raising their hand ● Reflective questions <ul style="list-style-type: none"> ○ “What is the importance to collaborate with your group members?” ○ “What is a detail on your physical model that someone else added to your toy car to improve it?” ○ “How did it feel to be a good group member by taking turns building on the model?” ○ “Why is it important to control our bodies and words when we are working with group members?”
	<p>Review (wrap up and review of learning):</p> <ul style="list-style-type: none"> ● “Today we worked as engineers, we practice collaboration and self-control as group members. Someday in your adult jobs you are going to have to collaborate with work with others. I am really proud of how hard you words and the communication and self-control skills you used. Great work engineers!”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> ● Observation of the student – <ul style="list-style-type: none"> ○ Look to see if they are letting other group members express their thoughts and build what they want on the car model 	<p>Summative Assessment if applicable (linked back to objectives,overall unit, chapter, concept, etc.)</p> <ul style="list-style-type: none"> ● Science standard - Write on a piece of paper what they built on their physical model and what it’s purpose is ● S/E – write down what it means to be a good group member
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

EDU 338 Lesson Plan Template

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<p>Standard(s) (both S/E and content)</p> <p>Roles and Involvement of United States Citizens and Residents- 2.C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>B-SMS 2. Demonstrate self-discipline and self-control</p>	<p>Objective(s) (both S/E and content)</p> <p>By the end of the lesson, the learner will be able to model self-control when participating in whole group discussion by raising their hand when they want to share an idea on what it means to be a responsible citizen.</p>				
Minutes	Procedures				
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Two anchor charts with a body outline <ul style="list-style-type: none"> ○ Word “citizen” wrote in the middle of one anchor chart ○ Word “classmate” wrote in the middle of one anchor chart • Post-it notes (1 for every student) • Teacher markers • Students come to community circle • <i>What If Everybody Did That?</i> By Ellen Javnernick 				
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Read the book <i>What If Everybody Did That?</i> By Ellen Javnernick • “What was the problems you heard about in this story?” • “Were the people being a responsible citizen?” • “What’s a responsible citizen?” 				
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Vocabulary- responsible citizen • Students will still be seated at the community circle <ul style="list-style-type: none"> ○ _____ student will be seating close to teacher so teacher can tap shoulder if student is not modeling self-control or a responsible citizen • “Learners, since today we are learning about how to be good citizens, how can we be good citizens in our classroom during this discussion?” (raise hands, whole body listening, hands to ourselves, if we like what someone says uses “same” hand signal) • Teacher will lead discussion <ul style="list-style-type: none"> ○ “What does it mean to be a responsible citizen?” (turn and talk with your neighbor, then share outs) <ul style="list-style-type: none"> ▪ Monitor _____ to make sure they are not dominating the conversation ▪ If _____ is not giving a chance for their neighbor to speak say something like, “Thank you ____ for your thoughts on what it means to be a responsible citizen, now can you ask your partner on what they think it means to be a responsible citizen? After you’re done asking them, can you report back to me on what your partner said?” ○ “Where have you been a good citizen?” (turn and talk with your other neighbor, then share outs) <ul style="list-style-type: none"> ▪ Monitor _____ again to make sure they are demonstrating self-control and allowing others to speak 				

EDU 338 Lesson Plan Template

	<ul style="list-style-type: none"> ▪ If they are say something like, “Wow _____, you are showing me good self-control right now, you should be proud of yourself. I see that you are using your whole-body listening skills and taking turns sharing with your neighbor.” ○ “What does it feel like to be a responsible citizen? (raise your hand and share what you’re thinking) ○ If _____ is not showing self-control by blurting out, tap shoulder <ul style="list-style-type: none"> ▪ State things like, “In Ms. Hannah’s classroom, she only wants to hear from responsible classmates who raise their hand during class discussion.” <ul style="list-style-type: none"> • “It makes Ms. Hannah sad when my friends blurt out and don’t show self-control and how to be a responsible classmate. When you can show me you’re ready, I’d love to call on you.” ○ “I have a poster here with a person on it. Can someone read the middle word for me?” (citizen) <ul style="list-style-type: none"> ▪ “As a class we are going to write down some words that describe what a good citizen looks like. Raise your hand when you have a word for me to write down. The first word I am thinking of that I want to write down is kind.” ▪ Have the class go through different words that describe what a responsible citizen looks like ▪ “Learners, you did such a great job today describing what a responsible citizen looks like in society, now we are going to talk about what it looks like to be a responsible classmate.” • Hang up the anchor chart drawing of the second body outline with the word classmate on it • Now, I am going to have _____ hand out a sticky note for each one of you <ul style="list-style-type: none"> ○ Giving _____ a job will help them stay focused and practice self-control ○ On the sticky note the students with write their name and what they think it means to be a responsible classmate (answers can be one word or a sentence) ○ “Once you have received you’re sticky note from _____, please use walking feet back to your desk and take out a pencil.” • “Learners, the question we are going to answer on our sticky note is, ‘What can you do to be a responsible classmate?’” <ul style="list-style-type: none"> ○ “When you are done writing on your sticky note, you may come up and stick it on the anchor chart.”
	<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"> • Reflective questions - “For our writing today during our daily five rotations, you are going to answer the question ‘When have you been a good citizen or classmate?’ and hand it in.” <ul style="list-style-type: none"> ○ “Where have you seen your mom or dad be a responsible citizen?” ○ “Why do you think that people still through garbage on the ground if we are supposed to all be responsible citizens?”
	<p>Review (wrap up and review of learning):</p> <ul style="list-style-type: none"> • “Today boys and girls, we discussed what it meant to be a responsible citizen and classmate. We should try to be responsible citizens even when we are not as school and we are with our families and friends.”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> • Observation of the student throughout the lesson use self-control and let other learners have a chance to talk <ul style="list-style-type: none"> ○ Use whole body listening and raised their hand when wanting to speak • Observation of the students during the turn and talks and listening to their discussions on what it means to be a responsible citizen and classmate 	<p>Summative Assessment if applicable (linked back to objectives,overall unit, chapter, concept, etc.)</p> <ul style="list-style-type: none"> • Paper wrote from their daily five free writing answering the question, “When have you been a good citizen or classmate?” • N/A for ___ social emotional standard
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

EDU 338 Lesson Plan Template

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<p>Standard(s) (both S/E and content)</p> <p>2.RL.3 - Describe settings and how characters in a story, respond to major events and challenges.</p> <p>B-SMS 3. Demonstrate ability to work independently</p> <p>B-SMS 2. Demonstrate self-discipline and self-control</p>	<p>Objective(s) (both S/E and content)</p> <p>By the end of the lesson the learner will practice identifying character emotions in a book by writing down or drawing the feeling on the white board. The learner will also demonstrate their ability to work independently by controlling themselves and not blurting out and giving up when they have to think deeper on something.</p>				
Minutes	Procedures				
	<p>Set-up/Prep: Small groups, personal white boards, personal white board markers, book- <i>The Empty Pot</i> by Demi</p>				
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>“What are things like happy, sad, excited, and scared called?” (emotions) “Can someone tell me a time when they were frustrated? Can someone tell me a time that they were excited?” “Have any of you read the book <i>The Empty Pot</i>?” (Show students the book?)</p>				
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Vocabulary: emotions, main character</p> <p>“Today learners we are going to read the story <i>The Empty Pot</i> written and illustrated by Demi. While we are listening to this book, I want you to be thinking about the main character’s feelings in the story (pause here and have students speak out different emotions they can think of). When I stop reading, I am going to ask you to independently write down or a draw a picture of the emotion that the main character is feeling in the story and then we will independently share out what we wrote or drew down and how we came to that conclusion to our friends in the group. I will do the first pause will you.”</p> <ul style="list-style-type: none"> • Students will remind teacher how they should be in their learning center (whole body listening, not messing with their white boards and markers while teacher or peers are talking by having white boards and markers lay on the table) • Begin reading the story – after a couple pages stop reading and teacher will do the first think out loud to demonstrate what emotions she feels the main character has and they know that from the story <ul style="list-style-type: none"> ○ “okay learners let’s grab our white boards and markers, we are going to pause here and think about our main character’s emotions. I heard that he really loves to plant flowers and garden, I also know that flowers make him really happy because the story told me. From these clues I know that the character’s emotions are happy, so I am going to draw a smiley face on my white board to represent that the character is happy.” ○ If ____ is not focusing, teacher will tap in front of their desk to remind them to refocus themselves ○ If ____ is doing a good job of self-monitoring “I see that you are working really hard to stay focused and working on your self-control, I really appreciate your effort and I am so proud of you!” 				
	<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"> • Teacher will continue reading through the story and pausing throughout it to discuss the main character’s emotions • The students will independently write or draw the main character’s emotion on their white board before discussing as a small group what the main character’s emotion is 				

EDU 338 Lesson Plan Template

	<ul style="list-style-type: none"> • After they have all revealed what they wrote on their white boards teacher should ask questions <ul style="list-style-type: none"> ○ Ask reflective questions like: <ul style="list-style-type: none"> ▪ “What emotions is the character feeling here? How do you know?” ▪ “When was a time that you felt ____ (ask the same emotion that they wrote or drew on their board?” ▪ “What would you feel if you were in the same situation as the main character?” ○ If ____ starts acting out or not trying to do his independent work state, “____ I see that you are frustrated when you are working on your own drawing or writing down the emotion of the main character. Do you want to talk about what frustrates you when you’re working by yourself?” ○ If ____ is staying on task and really focused in on their independent work, “____ you are making me so happy because of how focused and concentrated you are working on your independent work.” 	
	<p>Review (wrap up and review of learning):</p> <p>“Today learners, we worked on identifying the main character’s feelings in the story. What were some of those feelings we identified? Good readers pay attention to the characters feelings in stories, so whenever you read or listen to a story it is important to reflect in your head how the main character is feeling.”</p>	
	<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Teacher will listen and observe to the student’s ability to recognize character feelings and what evidence they have to support the statement.</p> <p>Teacher will observe ____ student in small group while the teacher is reading the book, others are sharing their thoughts, and during independent work time on drawing or writing the emotion of the character.</p>	<p>Summative Assessment if applicable (linked back to objectives, overall unit, chapter, concept, etc.)</p> <p>During daily five, students will listen to <i>A Bad Case of Stripes</i> on storyline online and they will write down the emotions of the main character on the paper the teacher will provide. Students will hand this in when they are done.</p> <p>Teacher will observe ____ during daily five on how well they are working independently and ability to control themselves during the daily five time.</p>
	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

EDU 338 Lesson Plan Template

Grade: second grade		Subjects: social studies/self-management	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <i>(both S/E and content)</i> 2.G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends. B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control		Objective(s) <i>(both S/E and content)</i> By the end of the lesson, the learner will create a realistic looking map with labels of the school playground by drawing pictures and writing labels. The student will take responsibility while doing their work by staying on task and taking breaks when needed and returning back to the task.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Bring out the anchor chart of the classroom map that teacher and the class drew together • Blank white sheets of paper (one for every student) 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Do you remember when we created the map of our classroom together? What types of things did we include in our classroom map? What are the words on the map called?” • “Have any of you ever created a map before?” • “Today, you are going to create your very own realistic map of the school playground! What are some things on the school playground you could incorporate? Should you incorporate things on the map that really aren’t on the school playground?” • “What is the purpose of a map?” (representation of a place showing it’s locations and characteristics, shows distance between things, etc.) 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Vocabulary- map, labels, realistic • Have the students seating in the community circle, discuss the map we created of the classroom as a class. Talk about the spacing you put between the objects in the map, the walkways, and the detailed pictures. Also add in the colors you used were similar to the real-life objects. Point out that the items in the map had a labels to state what they were. During this time have pair and shares opportunities to engage the children. After discussing this map talk about the play ground and some realistic ideas that the children when drawing their map of this. <ul style="list-style-type: none"> ○ ____ will be seated by the teacher in the pair and shares, teacher will be able to tap shoulder if they need to refocus. Teacher will also be able to ask them if they need to take a walk/break if they are day dreaming or not control themselves. ○ State things privately to ____ like, “ ____ what do need to do to refocus yourself so you can join the rest of the class again?” ○ “You’re doing great, I really appreciate how focus you are during our class discussion. You should be proud of yourself for working so hard. I know that I am proud of you for it.” • When the class discussion is done, teacher will have ____ hand out to each student their piece of paper to draw with. Once students have received their paper, they will return back to their desk and grab out their utensils they need to create their map. 		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

EDU 338 Lesson Plan Template

	<ul style="list-style-type: none"> • Children will create their own realistic map of the school playground. Teacher will walk around and monitor their map <ul style="list-style-type: none"> ○ Teacher will ask questions like, “What made you think to put the slide there? What part of the playground is the most important part of your map? What kinds of things are you labeling? How did you know to put the slide facing that way?” ○ If ____ gave up because they are frustrated with their work remind them, “ ____ you are doing great at your map. I like all of the things you have so far. What are other things that you see on the playground that you could add? What is your favorite thing on the playground? Have you added that yet?” • When students are getting done with their maps, they do a gallery walk around to look at other people’s maps. • Reflective questions- <ul style="list-style-type: none"> ○ “How did you know where to put the slide or monkey bars?” ○ “Why did you decide to represent the wood chips that way on your map?” ○ “Why are maps important for us to create?” ○ “What do the labels help us do when we are looking at a map?”
	<p>Review (wrap up and review of learning):</p> <ul style="list-style-type: none"> • “Learners, today we worked on creating maps with labels. We also discussed why it is important to create maps with labels. All of you did such a great job and you should all be proud of yourself. When you are done with your map you may hand it into my basket and return to your seat to show me you are ready for recess.”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Observation of the children’s knowledge of the importance of maps and labels. Observation of the learners drawing their maps and figuring out where to place things.</p>	<p>Summative Assessment if applicable (linked back to objectives, overall unit, chapter, concept, etc.)</p> <p>Having the student’s hand in the map that they drew of the school playground. Looking for pictures with color and labels of their objects. Looking to see if there is realistic representations from the playground of the if child incorporated made up play equipment. Observation of the learner being able to focus themselves on the lesson and their ability to control their behaviors.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	