

Lesson Plan Template

Grade: 2 nd Grade	Subject: Social Studies				
Materials: Computer(video) Pencil Scissors Glue Worksheets	Technology Needed: https://www.yout-ube.com/watch?v=TyP09S0UEzA				
Instructional Strategies: <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	Guided Practices and Concrete Application: <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
<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				
<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				
Standard(s): C.K_2.1 Explain reasons for, and purposes of, rules, laws, and positions of authority.	Differentiation <p>Below Proficiency: Students who are below proficiency will be asked to tell me what a law and rule are with some guided help. If there is a para in the room, they can help if needed.</p> <p>Above Proficiency: Students who are above proficiency will be asked to explain why they think these rules and laws were made? They will also be asked, if we wouldn't have them what would happen to this society?</p> <p>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</p> <p>Auditory: listening to directions, and the video Visual: watching the video, Tactile: using their hands to write, cut, paste, and grab Kinesthetic: getting up and putting the index cards on the board</p>				
Objective(s): Students will be asked to know the difference between a rule, law, and who has the authority to decide these things. The students will be asked to tell the difference between the rule, and law. Bloom's Taxonomy Cognitive Level: Apply	(This content is merged into the Differentiation section above for better readability.)				
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be asked to sit in their spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking. When asked to put an index card on the chart, they will need to be respectful and do what their job is.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When the video is playing, the students will need to be quiet and listen to it. When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates.				
Minutes 1 hr.	Procedures Set-up/Prep: Have the video pulled up and ready to go Pre-made index cards Have a Venn diagram or T-chart made Have all the worksheets printed out.				

Lesson Plan Template

4 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>When the students are done with their bathroom breaks, and everyone is back into the classroom. They are sitting down; we will start taking about what they know about laws and rules. I will ask what is a law and what is a rule? I will also ask, who decides these? How does a rule become a rule? How does a law become a law? The students will answer the question. After that, I will tell them that I have a video for them, and I will ask them how they should act during the video. We will make sure to go over the rules they have during the video. As the video is going on, I will make sure that they are following their rules. I will also tell them that I will be walking around and putting something (index card) on your desk please leave it in the corner that I put it on. After the video is over, I will explain what we will do with them. As the video is going on, I will walk around and put the index cards at their desk. After the video is over, we will then transition into the Venn diagram or t-chart</p> <p>If time allows, we can talk about school rules and home rules. Some students may not think it is a big deal if they can do it at home while other students cannot do it at home.</p>		
10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Once the video is done, we will move into them doing the Venn diagram or T-chart that I have prepared for them. I will tell the students that they can grab the index card that they have on their desk. I will then ask them to come up in a single file line and put the index card where they think it goes. If students are confused, me or their classmates can help them. I do want them to put it where they think it belongs, but if they are really stuck, I will help. After they are all done, we will go over what is a rule and why and then what is a law and why. After we are done with that, I will ask the students if they have any more questions and then if they do not, we will proceed to them doing the task. I will then tell them that they will need a pencil, glue, and scissors. I will tell them to make sure that their name goes on top of their page. I will explain to the students that they will need to cut out the pieces of paper. (Make sure to cut on the dotted line). I will then hand out the worksheet. Once I am done handing out the worksheet, I will walk around and see if any of the students have questions. After that I will let the students work.</p>		
13 minutes	<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>As the students work, I will be walking around and seeing if they have any questions. I will look for students who are confused and then students who are getting it. If I see something that a student is doing, I will announce it to the class and say, I really like how so and so is doing this. What made you think of doing it that way. Hopefully with doing this, it will help the other students out who are struggling. If a student asks me a question, I might say to them, “if you break this law or rule, will you go to jail?” Hopefully when asking this question, it will help the students understand.</p>		
3 minutes	<p>Review (wrap up and transition to next activity):</p> <p>Once almost all the students are done, we will come back together. I will talk about how I liked how some of the students would do this to figure out if it was a rule or a law. I will ask the students to tell me the difference between a rule and a law. I will ask them who decides the rules and the laws. How do we get them? After the students are done, we will then transition into the next activity that is planned.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>As the students are working, I will walk around and see if they are struggling with the concept or if they are understanding it. I will make</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>As the students are working, I will walk around and see if they are struggling with the concept or if they are understanding it. I will make</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>As the students are working, I will walk around and see if they are struggling with the concept or if they are understanding it. I will make</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>		

Lesson Plan Template

comments on when a student is doing a strategy that is good and would help other students understand the difference. If the students are confused, we will come back and go over what makes a rule and rule and what makes a law a law.

Consideration for Back-up Plan:

If something that I have planned, that would not work, the students and I would just talk about rules and laws. ~ This is if the video wouldn't work.

By the end of this lesson plan, the students should be able to tell me the difference between a law and a rule. They should be able to explain to me what a rule is and what a law is. They should also be able to tell me who makes rules and who makes laws. They should also be able to tell me what happens if you break a rule and break a law.

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

I really enjoyed this lesson. I enjoyed writing it and teaching it to the students. I think I had the students engaged the whole time. When I asked them to put up the index card where they think it should go, it was interesting to hear their train of thought and why thought about it. I think that the students enjoyed the lesson over all too. I say this because they were involved the whole time. Following directions were a struggling, but I have learned that in the afternoon, they do struggle with that. I would then repeat myself maybe twice and after that, if they asked what they were supposed to do; I said maybe ask a peer. If I could change anything, would be when I would do the lesson. I wish I could have done this in the morning. Their attention in the morning is so much better than it is in the afternoon. Overall, I am very happy with this lesson, and I am getting more confident with teaching!