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Unit: Citizenship
Grade: Kindergarten
Rationale:

Citizenship is a very important concept for students of all ages to live by, and it is introduced in kindergarten. Children in kindergarten have never been in school before so this is their first time being with and working with others in a large group setting. They need to be able to follow rules, play fairly, share, and understand what it feels like to be part of a community. The North Carolina Common Core Social Studies Standards reflect the fact that students need to understand the roles of citizens, exemplify positive relations and fair play, understand similarities and differences in self and others, and know why it is important to follow rules. Citizenship will come up constantly in students’ lives and this is their introduction to understanding that they are a part of the community and the world around them. They have responsibilities in the community, which they need to learn at a young age if they are going to grow into contributing members of society. If students are taught the attributes of good citizens and why they are important, the students will be more likely to show these attributes later on in their lives. Students need to have an introduction into communities in order to understand they each have their own responsibility to be a good citizen and work cooperatively within their communities.
Social Studies

- Following Rules and Directions
- Similarities and Differences
- Qualities/ Roles of citizens
- Positive Relationships and Fair Play
Science

- Follow directional words
- Compare humans/animals
- Classify/describe people and objects
Reading: Chrysanthamum By: Kevin Henkes; People By: Peter Spier; The Little Red Hen By: Paul Galdone; Know and Follow Rules By: Cheri Meiners

Writing: Self Portraits, Tell a Story (pictures and words),

Listening: Text comprehension, take part in discussions (multiple exchanges- talk/listen)

Speaking: present ideas, thoughts or feelings clearly using words as well as pictures to add detail
Technology

- Video Clips
- Smart Board Activities
- Active Inspire Flipcharts
- Music Player
Art

- Drama: Act out good citizen situations
- Visual Art: Self portrait to show similarities and differences, spider web to show connections between people
- Dance: Follow instructions and have the kids move around
Math

Counting: students will count the number of letters in their name and then create a model to represent that number.
Unit Overview

Lesson 1: The Name Game

**Social Studies:** Similarities and differences, positive relationships and friendships

**Science:** Directional Words

**ELA:** Chrysanthemum by: Kevin Henkes,

**Technology:** Smart Board to write on/model for students

**Math:** Count the number of letters in their name and crate a model

Lesson 2: All About Me

**Social Studies:** Similarities and differences between themselves and others.

**Science:** Understand that different people have different characteristics

**ELA:** People by: Peter Spier

**Technology:** “All About Me” Flipchart

**Art:** Self Portraits

Lesson 3: Qualities of a Good Citizen

**Social Studies:** understand correct classroom behaviors (good citizenship),

demonstrate these behaviors; understand why being a good citizen is important

**Science:** Compare characteristics of animals

**ELA:** Tell stories by using the teacher prompt (connections).

**Technology:** “Good Citizen” Flipchart

Lesson 4: Communities

**Social Studies:**

**Science:** Classify objects based on their characteristics

**ELA:** The Little Red Hen by: Paul Galdone, and sequence the events. Write about their responsibilities

**Technology:** YouTube video about helping others

**Art:** Draw about what they are responsible for

Lesson 5: Rules and Directions

**Social Studies:** Understand why rules are needed and why they should be followed

**Science:** Know and be able to use directional words to describe locations

**ELA:** Know and Follow Rules by: Cheri Meiners

**Technology:** “Classroom Rules” Flipchart

**Art:** Dance to the music while following the instructions said
<table>
<thead>
<tr>
<th>Bloom's Taxonomy</th>
<th>Unit Questions</th>
</tr>
</thead>
</table>
| **Creating**     | - What scenario could you design to show fairness when playing with others? (Lesson 1)  
|                  | - Draw a picture of yourself that clearly shows what makes you unique. (Lesson 2)  
|                  | - What is a scenario you could design that shows a working community? (Lesson 4)  
|                  | - Could you invent a scenario where you help a friend follow rules that kept them out of danger? (Lesson 5)  
| **Evaluating**   | - How do you describe an object's position relative to another’s? (Lesson 1)  
|                  | - How would you feel if all of you were the exact same? (Lesson 2)  
|                  | - How is individual contribution essential in a community? (Lesson 4)  
| **Analyzing**    | - Why do you think the class treated Chrysanthemum differently after meeting the music teacher? (Lesson 1)  
|                  | - What is the relationship between good citizens and fair play? (Lesson 3)  
|                  | - Why is being a good citizen important? (Lesson 3)  
| **Applying**     | - What would you do if someone called your friend a mean name? (Lesson 1)  
|                  | - What would you do if someone said you were not allowed to play with him or her? (Lesson 3)  
|                  | - How does one’s behavior affect others in a community of people? (Lesson 4)  
|                  | - What would happen if you broke rules? (Lesson 5)  
| **Understanding**| - How do you explain why having similarities and differences is a good thing? (Lesson 2)  
|                  | - What does it mean to be a member of a community? (Lesson 4)  
| **Remembering**  | - What does on top of mean? Behind? Next to? In front of? Under? (Lesson 1)  
|                  | - What is the definition of similarities? Differences? (Lesson 2)  
|                  | - Can you list three qualities of a good citizen? (Lesson 3)  
|                  | - Can you recall the rules of the classroom? (Lesson 5)  

Unique Learner

Fall is a girl in our class who is very young. She has not undergone any special testing besides the Dial test that is given to all children entering kindergarten. On that she scored an 80-point IQ, which is only in the 9th percentile. For motor skills she is in the 11th percentile, for concepts she is in the 7th percentile, and for language she is in the 16th percentile. My teacher believes her scores are like this because she is so young (barely just turned five). On the letter and math kindergarten identification tests she did not score very high either. She can correctly identify 7 letters, and she cannot write her name. On the math tests, she was only able to count up to 3 instead of to 10. She can only identify the numbers zero and one. She is unable to create sets of anything when asked, and she cannot count how many in a set when they are given to her. She does know all of her shapes, and she can create and identify patterns/similarities.

In the classroom she is a very happy and is always smiling. She has trouble following directions when they are given and does not comply even after multiple conversations and warnings. She can copy some letters very well, but I do not think she understands what she is coping because she cannot answer any questions we ask her about that particular letter or number. One of the AIG students has taken her under her wing and helps her with all the morning work. She has a lot of trouble using scissors and cutting out shapes or cutting on lines. She has shown improvement while she has been in class, but she is still behind her peers. Even though her class worked has improved, she still has trouble with the concepts of counting, letter identification, and letter sounds.

To help Fall participate in all of the activities we make slight variations to her work. For example when the students have to write their sight words, Fall has to trace the words already written for her. When the students have to count something and write the correct
number, Fall has a chart that has corresponding manipulatives and numbers so she knows what each number looks like. When the class does cutting activities, one of us will hold the paper for Fall while she cuts on the dotted line. These are simple things that we have been doing to help her learn and allow her to feel included in the classroom. In the time that I have been working with her, there have been improvements. She can count up to about 7 or 8, and she can write her name by herself. Her cutting skills are getting better, and I let her hold the paper depending on the size. She can sing the days of the week song as well as the months of the year. She also participates in the alphabet song along with the counting song. Even though she says it, I am not sure she understands the full meaning. The fact that she can recite information from memory is a very good start to this year.
# Letter and Sound Identification Score Sheet

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<th>Fall 1</th>
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<th>Fall 4</th>
<th>Letter ID</th>
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</table>

**Total:** 60 / 10

Date: **Sept 04**

Letter ID Score: 7 / 52
Letter Sound Score: / 26
Comments: Letters Unknown: Confusions:

Date: **Oct 30**

Letter ID Score: 20 / 52
Letter Sound Score: / 26
Comments: Letters Unknown: Confusions:

**Key:**
- Correct response: ✔
- Other response: Write out what child says
- No response: -

Teacher: _______
# Kindergarten Math Universal Screening

**Name:** Fall  | **Date:** 10-30  
**Teacher:** | **Total Points:** 14/24

## Number and Operations / 16 Points

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rote Count to <em><strong>10</strong></em></td>
<td>0/1</td>
<td>made it to 6, then skipped to 10</td>
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<tr>
<td>2. Show student three counters. Student counts how many.</td>
<td>1/1</td>
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<tr>
<td>3. Show student seven counters. Student counts how many.</td>
<td>1/1</td>
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<tr>
<td>4. Say: &quot;Make a set of four counters.&quot; or &quot;Show me four counters.&quot; Student creates set.</td>
<td>1/1</td>
<td></td>
</tr>
<tr>
<td>5. Say: &quot;Make a set of eight counters.&quot; or &quot;Show me eight counters.&quot; Student creates set.</td>
<td>0/1</td>
<td>can count to 10 if counting manipulatives, not out loud on her own</td>
</tr>
<tr>
<td>6. Circle the numbers known. Note any errors above number.</td>
<td>3/11</td>
<td></td>
</tr>
</tbody>
</table>

### Geometry / 4 Points

<table>
<thead>
<tr>
<th>Assessment</th>
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<tr>
<td>7. Recognizes basic shapes: triangle</td>
<td>√</td>
<td>4/4</td>
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<td>circle</td>
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### Algebra / 4 Points

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<th>Points</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>8. Show student an AB color pattern. Ask: &quot;What comes next?&quot; Ask: &quot;Why did you put the (color) one next?&quot;</td>
<td>Continues pattern: Pattern 1: 1/1 Pattern 2: 1/1</td>
<td>completed both patterns, and could identify them</td>
</tr>
<tr>
<td>9. Show student a collection of buttons. Teacher chooses one button. Ask: &quot;Can you find another button that matches this one?&quot; Ask: &quot;How does your button match?&quot;</td>
<td>Matches: 1/1 Explain: 1/1</td>
<td>Both yellow</td>
</tr>
</tbody>
</table>
Kindergarten: Citizenship Unit

Pre-assessment: I will read the questions aloud for the students, give them time to answer, and then have them flip the page for the next question.

1) Which picture represents a good citizen?

A.  

B.  

C.
2) Which word describes a good citizen?

A. Bully

B. Honest

C. Liar

3) Where do you stand in line?

A. Behind each other?

B. Next to each other?

C. In front of the teacher?
4) Who is following directions on the carpet?

A.

B.

C.
5) You are on the playground and you find a piece of trash. Draw a picture of what a good citizen would do.
# Integrated STEM/Social Studies Lesson Plan #1

<table>
<thead>
<tr>
<th>Name _______</th>
<th>Grade Level <em><strong>K</strong></em></th>
<th>Date <em><strong>10-3-12</strong></em>__</th>
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</table>

<table>
<thead>
<tr>
<th>Integrated areas:</th>
<th>Lesson Topic: The Name Game</th>
<th>Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Studies</td>
<td>- <em>Chrysanthemum</em> by: Henkes</td>
<td>- Unifex Cubes</td>
</tr>
<tr>
<td>2. Science</td>
<td></td>
<td>- Paper / Pencils</td>
</tr>
<tr>
<td>3. Technology</td>
<td>Length of Lesson: 40 minutes</td>
<td>- Sticky Notes</td>
</tr>
<tr>
<td>4. ELA</td>
<td></td>
<td>- Crayons</td>
</tr>
<tr>
<td>5. Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Common Core / Essential Standards Covered: (Areas of Integration)

### Social Studies:
- K.C.1.1: Culture: Understand how individuals are similar and different: Explain similarities in self and others.
- K.C & G.1.1: Civics and Governance: Understand the roles of a citizen: Exemplify positive relationships through fair play and friendships.

### Science/Engineering:
- K.P.1.1: Forces and Motion: Understand the positions and motions of objects and organisms observed in the environment: Compare the relative position of various objects in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.

### ELA:
**Listening:** K.SL.3: Comprehension and Collaboration: confirm understanding of a text read aloud of information presented orally by asking and answering questions about key details and request clarification if something is not understood.

**Writing:** K.W.3: Text Types and Purposes: use a combination of drawing, dictating, and writing to narrate a single event, tell about the event, and provide a reaction to what happened.

**Math: counting 1-10, comparing**
- K.CC.4.1+ 4.2: Counting and Cardinality: Count to tell the number of objects: Understand the relationship between numbers and quantities; connect counting to cardinality.
  - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - Understand that the last number name said tells the number of objects counted.

### Technology:
- K.TT.1.3: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).
# Learning Targets

- I can show you what next to, under, behind, and on top of mean.

- I can tell you how many letters are in my name.

- I can explain how to solve a conflict between friends in a classroom using words and pictures.

## Objectives included in lesson but not tested:

- My use of technology as the teacher, because it is only being used as a teaching tool.
- The children’s ability to read a bar graph because it is an advanced concept.
- How well the children explain they are similar and different.

## Essential Understandings from Social Studies

- You must be nice to your friends despite their differences.

- Similarities and differences between each other are what make us unique.

## Essential Understandings from Science

- Know what the directional words mean (in front of, on top of, behind, beside, under).

## Essential Questions

- What scenario could you design to show fairness when playing with others?

- How would you describe an object’s position relative to another’s?

## Focus Questions

- What does on top of mean? Behind? Next to? In front of? Under?

- Why do you think the class treated Chrysanthemum differently after meeting the music teacher?

- What would you do if someone called your friend a mean name?

## Science Process Skills Utilized:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Communicating</td>
<td>Applying</td>
<td>Charting and Graphing</td>
<td>Explaining</td>
</tr>
<tr>
<td>Experimenting</td>
<td>Controlling Variables</td>
<td>Classifying</td>
<td>Generating</td>
</tr>
<tr>
<td>Measuring</td>
<td>Hypothesizing</td>
<td>Comparing</td>
<td>Inferring</td>
</tr>
<tr>
<td>Observing</td>
<td>Model Building</td>
<td>Ordering</td>
<td>Making analogies</td>
</tr>
<tr>
<td>Verifying</td>
<td>Predicting</td>
<td>Sequencing</td>
<td>Summarizing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using Numbers</td>
<td>Interpreting data</td>
</tr>
</tbody>
</table>

## Differentiation for Unique Learner:

I will give Fall the correct amount of blocks for her name, as well as an example of how it is written. Then just have her put them together. This will be having her work on only fine motor skills, while still being able to take part in the activity.
**Tiered Lesson**

<table>
<thead>
<tr>
<th>Level 1: AIG</th>
<th>Level 2: ELL</th>
<th>Level 3: EC: “Struggling Learner”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td><strong>Activity:</strong></td>
<td><strong>Activity:</strong></td>
</tr>
<tr>
<td>I will have these students not only put the correct number of blocks together for their name, but have them create a pattern while putting their blocks together and then have them explain it to me.</td>
<td>I will have these students names printed on a piece of paper already, and then allow them to count the letters and create a unifex strand. For those who really struggle I will also give them the correct number of blocks.</td>
<td></td>
</tr>
</tbody>
</table>

**Detailed Lesson Plan**

**Engage: (Hooks the students into the topic)**

**Grouping Strategy:** Whole Group  Small Group  Pairs  Individual

- I will start this lesson by reading the book *Chrysanthemum* By: Henkes, to the class.
- We will discuss when and how the other classmates were not being good friends (SS).
- I will ask the class when a change happened in the book, and why?
- I will point out that all the characters in the book were different in their own way, but that doesn’t mean that they cannot be friends (SS).
- Talk about the ways our class is different (boys, girls, hair color, eye color, short, tall, big family, etc).
- Then we will talk about the different names in the classroom, which one’s are similar, which one’s are different, and how they got their names.

**Explore: (Student driven exploration of the topic to be studied)**

**Grouping Strategy:** Whole Group  Small Group  **Pairs**  Individual

**Activity:**

- This activity will start with me writing my name on the active board and counting how many letters are in my name.
- Then I will create a unifex strand showing that many letters are in my name and that each block represents one letter.
- After I have demonstrated, the students will go to their desks and write their name on a piece of paper, which I have provided for them. The paper will have blocks on it so they can write one letter in each of the boxes.
- Then they count the letters in their name and create a unifex stick to give that number a visual.
- When they are done counting and creating their stick they will write the number on a sticky note.
- Once they are done with that they walk around the room and compare their name sticks to others in the class (in pairs).
- I will ask them to compare name sticks by finding one person and either putting their stick under, over, next to, in front of, or behind the other persons to find out whose name (stick) is longer.
- Once the students have done this with multiple people we will return to the carpet.
**Explain: (Teacher input and discussion of topic) (What will you say, how will you TEACH the concepts?)**

- Once we are back together as a whole class, we will talk about what we have learned starting with Chrysanthemum.
- We will discuss what it takes to be a good friend and why we should be accepting of other people’s differences.
- We will let that flow right into our name explore activity. We will talk about all the differences we found in peoples names (name, amount of letters).
- We will make a chart with the sticky notes on the board showing how many people in the class have names with a certain number of letters. This will provide children with a visual representation of the names as well as introduce them into graphs.
- Each child will have a chance to come up to the board and place their sticky note above the correct number.
- Once we have created the graph together, I will see if students understand how to read the basics of it. (I know it’s a older concept, but good intro).
- After the graphing is complete we will discuss some ways we can be accepting of differences present in others, and learn how to play fairly with everyone.

**Elaborate: (Application of understandings to the real world)**

**Grouping Strategy: Whole Group  Small Group  Pairs  Individual**

- I would have the children go back to their colored tables to work in their small groups for this section.
- As a small group I would give each table the same scenario about: “You are on the playground and you see your friend push your classmate down, what would you do?”
- As a group come up with what you would do to help, what would you say?
- Write down/draw your answer.
- Wait patiently until everyone finishes, and then we will share with the other groups what our group decided to do.

**Evaluate: (Student and teacher assessment and determination of where to go from here)  Include Rubrics, charts for recording data etc...)**

**Criteria for Success (numerical and defined)**

- All students correctly identify the number of letters in their name
- Correctly complete 3 of 5 directional instructions
- Students give a good answer to solving the classroom problem

**Student Self-Evaluation of Learning:** NONE
### Teacher Formative Evaluation of Learning:

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Type of Formative Assessment Tool utilized to measure success</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I can show you what next to, under, behind, in front of, and on top of mean.</td>
<td>Observation</td>
<td>During the explore part I will be walking around while giving instructions to see who follows the instructions correctly.</td>
</tr>
<tr>
<td>- I can tell you how many letters are in my name.</td>
<td>Model Building</td>
<td>When the students are counting the letters in their names and creating a model, I will make sure the model number matches the number of letters.</td>
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<tr>
<td>- I can explain how to solve a conflict between friends in a classroom using words and pictures.</td>
<td>Discussion and Picture</td>
<td>While the children discuss the scenario, I will be making sure the solution they come up with reflects fair play and acceptance and that it is portrayed correctly.</td>
</tr>
</tbody>
</table>

### Evaluation of Lesson Assessment Data:

- If students understand and can explain how accepting differences is an attribute of a good friend then they understood the social studies content.
- If students can correctly compare sticks with other students while following the directions then they understand the science content.
- If students create the unifex sticks with the right numbers, they understand the math content.
- If the majority of these students do not pass the formative assessments on these concepts, they will have to go back and reteach.
- If I have to go back and do it again, then I will break them up into smaller sections so the students do not have so much to focus on at one time.

### Extend: (What additional activities could support ongoing learning of the topic)

- When we read books during read aloud we can point out where characters in the book are doing the right thing and being accepting of differences.
- We can keep a chart where we list the character and what book it was in.
- This will be a good way to remind children about accepting differences, and putting it in a way they can relate to and see illustrated.
## Observation Sheet

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Science Directional Words K.P.1.1</th>
<th>Number of letters in name K.CC.4.1</th>
<th>Problem resolution K.SL.6+K.W.3+K.C &amp; G.1.1</th>
<th>Notes</th>
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</thead>
<tbody>
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</table>
Lesson reflection if taught:

The first thing I noticed with the class this morning was that they were very wiggly, and talkative. I was a little nervous for my lesson, but this made me even more nervous. I started out by reading the book Chrysanthemum to the class and asking questions throughout. There were some fights and talking that broke out on the carpet, but one look usually stopped it. A couple of times I had to stop reading the book and say, “I will wait.”

The book was kind of long, so the kids got restless towards the end. There were some who seemed entranced, and others who were wandering around the carpet causing trouble. I had to move children around during the book as a last resort, but it took away from the book. It was really hard keeping them entertained for the whole book, which I will remember for my next couple of lessons. The questions talked about Chrysanthemum and her name and what happened to her. As well as how the people in her class treated her mean in the beginning. We talked about why that changed in the end and how they would feel if someone made fun of their names. People said they would be sad, and angry, and not like it. We talked about what they would do if they heard someone being mean to their friend. They said they would stand up for them or tell the teacher. Then we shifted over to the topic of names and how we got them and how we are all different. Since we are all different we still need to be accepting and nice. I modeled for them the next activity of how to use their name to count the letters, make a unifix stick, and write the number on a sticky.

I let them go to their tables where I had already laid out the materials for them to use. The students counted the letters in their name and then made the sticks. I overestimated the amount of restraint they would have with the sticks, and I had to keep reminding them to wait until everyone was done for the next activity. More kids than I
thought could not count the numbers in their name, and they needed help putting their sticks together. Therefore, more than half of the students did not get the number of letters in their name correct, which means numbers and counting need a lot of work. Once everyone was done we went back to the carpet and compared stick lengths. I had all the students stand up and face a partner. I had them compare the sizes and see which stick was bigger, which means whose name was bigger. This was going great until people started to combine sticks, and drop pieces and such. We recovered and did it with one other partner before we moved on. We have one mildly autistic girl in our room and her stick was shorter than her partners and she had a complete meltdown. She fell to the ground crying and she threw her stick away. All the students stopped where they were and watched. The teacher had to come over and get her because we are not allowed to touch her. After the meltdown we were done with the unifix cubes, and I SHOULD HAVE TAKEN THEM AWAY! Instead, I told the children to put them on the ground beside them while we worked with the sticky notes. I was constantly telling them to put the blocks down, and please leave them alone. I needed to just take them away, which is what I will do next time. Each child had their turn to come up to the board and place their sticky note in the column with the correct number. Then we discussed which was the highest and what it meant. This part went pretty well execution wise, but the students did not know how to interpret it (I expected this), and wanted to move on quickly. After that we discussed the book a little more and what it meant to be a good person and a good citizen and why we needed that. The children were becoming more and more restless, so I quit while I was ahead and called it a lesson.

I was a little disappointed in how the lesson went, but I definitely learned a lot about Kindergarten lessons. They need to be short, to the point, and quickly executed. I think I did a good job of keeping the behavior issues to a minimum and I was happy about that. I think
I need to improve on how much time I spend with each child at a given point in the lesson. It was impossible to get around to every student for every activity and I think trying to do this created more disruption. I did not get to the elaborate part of my lesson, but I think that was a good thing because they children were supposed to work together in their groups. I learned a good lesson about knowing when to continue on and knowing when to call it quits. I definitely think the children got the comparing concept; some got the counting concept, and all of them got the concept of being a good citizen and how to help their friends.
Lesson Objective:

Evidence and observations:

**Story:** Chrysoanthemum

<table>
<thead>
<tr>
<th>Teacher Actions (Cause)</th>
<th>Impact on Student Learning (Effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bugam lesson with a story - (kids on the carpet.) Mr. Barlow did a good job managing the kids for the lesson. Mr. Barlow stopped and checked for comprehension.</td>
<td>Discussion took place about different names.</td>
</tr>
<tr>
<td>&quot;Questions: &quot;How are we different?&quot; Response: - Eyes, names.&quot;</td>
<td>Cubes &amp; materials were ready. The children were engaged in the activity. They were able to count the letters in their name and could also make the connection with the cubes.</td>
</tr>
</tbody>
</table>
| Mr. Barlow used the whiteboard and wrote names up on the screen. She pointed out the number of letters in a name. | |}

Mr. Barlow moved around the room to different tables. She helped children as needed.
<table>
<thead>
<tr>
<th>Teacher Actions (Cause)</th>
<th>Impact on Student Learning (Effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions were given to come to the carpet,</td>
<td>*Children took stickers and post-its to the carpet. When they paired up to see who had the longer stick, continued</td>
</tr>
</tbody>
</table>

**Key Strengths:**
- Materials always prepared and ready.
- Clear directions. Children understand easily.

**Key Areas for Improvement:**
- Some children began playing with the cubes on the carpet. Suggestion: take cubes up before

**Notes and Quotes for Coaching Conversations:**

**Connections to Professional Development Plan and Self-Assessment:**

*Intern meets the instructional needs of the Unique Learner.*

*Signature of Cooperating Teacher*
• The children compared sticks (side by side). The children had no problems making the connection and could figure out which one had the longer name. Ms. Barlow asked children, "How much longer?"

• Children sat down. Ms. Barlow had each child come to the board and post the number of letters in their name. (Graph)

  Results ... 2. The children with 7 letters
References:


Integrated STEM/Social Studies Lesson Plan #2

Name _______ _________ Grade Level ___K___ Date ______10-5-12_____

<table>
<thead>
<tr>
<th>Integrated areas:</th>
<th>Lesson Topic: All About Me</th>
<th>Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Studies</td>
<td></td>
<td>- Paper/ Crayons/ Pencils</td>
</tr>
<tr>
<td>2. Science</td>
<td></td>
<td>- Yarn</td>
</tr>
<tr>
<td>3. ELA</td>
<td>Length of Lesson: 40 minutes</td>
<td>- “All About Me” flipchart”</td>
</tr>
<tr>
<td>4. Technology</td>
<td></td>
<td>- People by: Spiers</td>
</tr>
</tbody>
</table>

Common Core / Essential Standards Covered: (Areas of Integration)

Social Studies:
- K.C.1.1: Culture: Understand how individuals are similar and different: Explain similarities in self and others.

Science/Engineering:
- K.L.1.1: Structures and Functions of Living Organisms: Compare characteristics of animals that make them alike and different from other animals and nonliving things: Compare characteristics of people that make them alike and different from each other and nonliving things.

ELA:
Speaking:
- K.SL.5: Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions to add detail.
- K.SL.6: Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.

Reading: K.RL.3: Reading Standards for Literature: Key ideas and details: With prompting and support, identify characters, settings, and major events in a story.

Technology:
- K.TT.1.2: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use a variety of technology tools to organize data and information.
- K.TT.1.3: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

Learning Targets
- I can tell you the definition of similarities and differences.
- I can tell you how and why people are different.
- I can tell you why it is important that people have differences.
Objectives included in lesson but not tested:
- How well the students manipulate the white board, as well as the teacher’s use of the white board.
- How well the drawings portray details.

<table>
<thead>
<tr>
<th>Essential Understandings from Social Studies</th>
<th>Essential Understandings from Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student will be able to point out similarities and differences between themselves and others.</td>
<td>- Students will understand that people have individual similarities and differences.</td>
</tr>
<tr>
<td>- The students will understand that people may have common traits but they all have characteristics that make them unique.</td>
<td>- Students will be able to point out and talk about similarities and differences between themselves and others.</td>
</tr>
<tr>
<td>- The students will know basic vocabulary words such as different, similar, unique, characteristics, interests, etc.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Focus Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How would you feel if you were all the exact same?</td>
<td>- What is the definition of similarities? Differences?</td>
</tr>
<tr>
<td>- Draw a picture of yourself that clearly shows what makes you unique.</td>
<td>- How do you explain why having similarities and differences is a good thing?</td>
</tr>
</tbody>
</table>

Science Process Skills Utilized:

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<tr>
<th>Differentiation for Unique Learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall will be able to look in the mirror while she creates a self-portrait in order for her to physical see her unique characteristics. This will allow her to pick out and accurately portray her eye color, hair color, and anything else she notices.</td>
</tr>
</tbody>
</table>

Tiered Lesson

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<th>Level 1: AIG</th>
<th>Level 2: ELL</th>
<th>Level 3: EC: “Struggling Learner”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: As an extension for these students I will have them fill out a Venn Diagram for themselves that compares and contrasts themselves with one</td>
<td>Activity: These students will have the opportunity to fill out a Venn Diagram comparing themselves with other students in the U.S. to show their similarities and</td>
<td>Activity:</td>
</tr>
</tbody>
</table>
of their peers. This will be an individual assignment to expand their knowledge base. Differences. It would be helpful for all the students in the class to teach diversity.

### Detailed Lesson Plan

#### Engage: (Hooks the students into the topic)

**Grouping Strategy:** Whole Group  Small Group  Pairs  Individual

- On the carpet we will introduce the idea that everyone has unique qualities that make him or her different.
- After the discussion I will send them back to their seats.
- The children will create self-portraits of themselves at their desks.
- The portraits will allow children the chance to explore their individual characteristics.
- Once that is done, each child will have the chance to show their self-portraits to the others at their table.
- After the activity we will all come back to the carpet for further exploration

#### Explore: (Student driven exploration of the topic to be studied)

**Grouping Strategy:** Whole Group  Small Group  Pairs  Individual

**Activity:**

- This activity allows the children to learn things that are similar and different between their classmates.
- It is designed to show community work (will build upon in later lessons) as well as the similarities and differences in others.
- We will be playing the “string game.”
- This is where the children sit in a circle and have a ball of yarn. They must say one thing about themselves, and other children in the circle will raise their hand if they have similar interests.
- The child with the ball of yarn will hold onto the yarn, and throw the rest of the ball to the other student.
- This game continues until there is a “spider web” of yarn between the children.
- This activity will show them how they are all connected through the many pieces of yarn.
- We will talk about why it is important that all of us had similarities and differences and why it is important that we are all different.
- Once that is completed we will go into the main lesson theme on the carpet.

#### Explain: (Teacher input and discussion of topic)(What will you say, how will you TEACH the concepts?)

- Once the children are gathered on the carpet we will read and look at the book People, by Spier.
- While reading we will talk about things that are alike and different about people in the book.
- After the book, use the two helpers for the day and have them come up and stand in front of the class.
- On the smart board, draw a Venn diagram and put their names at the top.
- Use the Venn diagram to compare the likenesses and differences of the two students.
- Have the other students ask the helpers what they like, favorite color, food, toy, ect.
- During the comparisons, focus on the differences and say, “It is the differences that make us unique and special.”
- While everyone is still on the carpet move onto the “All About Me” flipchart for more definitive differences in the class.

**Vocabulary:**

- **Different:** not alike in character or quality, not identical, separate or distinct.
- **Similar:** having a likeness or resemblance, especially in a general way.
- **Unique:** existing as the only one or as the sole example; single; having no like or equal; sole individual in characteristics.
- **Characteristics:** indicating the particular quality of a person or thing.
- **Interests:** something that concerns, involves, draws the attention of, or makes a person curious; the feeling of a person who is engaged by something, someone, or some activity.

**Elaborate: (Application of understandings to the real world)**

**Grouping Strategy: Whole Group  Small Group  Pairs  Individual**

- The class will stay on the carpet and I will pull up the Active Inspire.
- As a class we will go through the Active Inspire titled, “All About Me”
- A couple of children will get a chance to complete the activities on the board.
- A different child will be chosen for each answer that is required.
- The Active Inspire will show children peoples’ similarities and differences by having them answer questions about themselves.
- The students will be able to come to the board and write/draw out their answers.
- The last slide on the board will be a summary of what we have learned today about similarities and differences between ourselves and others!

**Evaluate: (Student and teacher assessment and determination of where to go from here)**

Include Rubrics, charts for recording data etc…)

**Criteria for Success (numerical and defined)**

- Students can tell me what similarities and differences are (2/2).
- Give me 1 reason why they are different than their classmates.

**Student Self-Evaluation of Learning: NONE**
### Teacher Formative Evaluation of Learning:

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Type of Formative Assessment</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I can tell you the definition of similarities and differences.</td>
<td>Ticket out the door</td>
<td>I will individually ask students the definitions of similarities and differences before they line up for lunch, they must speak audible and express their thoughts clearly.</td>
</tr>
<tr>
<td>- I can tell you how and why people are different.</td>
<td>Discussion</td>
<td>While we are making the Venn Diagram I will listen to the questions the students ask the helpers and the explanations how each of them are different. Also will happen during the story when we discuss how each of the people in the story are different, what makes them different, and the things they notice about the characters.</td>
</tr>
<tr>
<td>- I can tell you why it is important that people have differences.</td>
<td>Observation</td>
<td>During the “spider web” activity I will watch how the students do the activity as well as what is said in response to the question prompt and how the discussion continues with students.</td>
</tr>
</tbody>
</table>

#### Evaluation of Lesson Assessment Data:
- The main thing I am looking for in this lesson is that children understand that they have many similarities and differences with those around them.
- I want them to be able to define those, and accept them.
- If students are unable to see the differences among themselves and others, then I will have to come up with a new way to teach this topic.

#### Extend: (What additional activities could support ongoing learning of the topic)
- This will build off the idea from the elaborate activity.
- Each child will have a chance to complete a packet like this one about themselves.
- The book will be all about that child and what makes them who they are.
- A visual representation of their likes that can be given as a present, put on display, or saved as a memento.
<table>
<thead>
<tr>
<th>Student Names</th>
<th>Define similarities and differences K.SL.6</th>
<th>How and why people are different K.RL.3 + K.L.1.1</th>
<th>Why differences are important K.C.1.1</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
I am ____ years old.
All About Me Book

I write with my __________ hand.
The color of my eyes is ______.
All About Me Book

My family...

There are _____ people in my family.
Can you SEE any differences?
We are all similar and different in many ways!

Differences are what make us unique, and we need to accept those and enjoy them!

Just because people or different or like different things does not make them wrong.

We learnt a lot about each other today, and it was exciting to see everyone's answers!

Remember, if we were all the same, the world would be a boring place :)
Lesson Reflection if taught:

I think this lesson went a lot better than my first one. The children had time to do more hands on things that were familiar as well as new to them, and the book I picked was shorter this time. The lesson ran relatively smooth with only a few minor behavior issues. The self-portrait drawings went really well and there were some people who captured themselves with details such as eye color, hair color, what they were wearing, and what they liked. After the portraits were shared with tablemates (only a few students did this), we moved back to the carpet for the string game. The game went really well and I was really happy! The only thing was that it took a lot longer than I thought it would, so we had to cut something out of the lesson later on. The string game was fun because all the students were amazed at the spider web it was making and how they were all connected. After the spider web was made we talked about how we are similar and different and our similarities held the spider web together. Then we all stood up and at the same time let the spider web fall. The children loved this part and then they all picked up the string so we could continue the lesson. For the literature part I made sure to choose a shorter book because last time I lost their attention about halfway through. This was a long book, but before the lesson I went through a tabbed pages that were really meaningful to the lesson. On each page we talked about all the different kinds of people that were shown and we had a little discussion each time where the children were able to make connections and talk about them with their classmates. I was not able to do the Venn diagram portion because we were low on time. I had to choose the Venn diagram of the Active Inspire and I went with the Active Inspire because I know how much the students like to use the smart board. I pulled up the flipchart and introduced it by asking what we had been talking about this whole lesson. We talked about similarities and differences and how they make us unique. We started the flipchart and I made sure that I only called on students who were sitting with their legs crossed and arms quietly up in the air. Once the students figured out I was only calling on those people, they all began to act that way. I made sure to call on a boy then a girl and then a boy and so on. They had to come up to the board and write the correct numbers, information, or letter on the board. All of the children that were called up did a wonderful job! I called on one littler boy who has trouble writing for the eye color one and he was so excited. He got shy when he had to write the color of his eyes, and when I told him all he had to do was pick his eye color and color in a circle his smile was huge and he
did it right away. Overall, I was very happy with how this lesson went, but I was
disappointed I could not finish it all. I think the children really got the concepts I was trying
to teach based on the discussions we had and the questions that they asked.
I think things I did well were waiting for all the children’s’ eyes before I taught, giving
proper wait time for answers, smooth transitions from part to part, and keeping the
children entertained and with me the entire lesson. I struggled with these the last lesson
and I really wanted them to be better this time. Things I did not execute so well was some
behavior management issues with the over zealous children and how smooth the string
game went. Some children struggled with things to come up and sometimes I had to give
them answers because we were short on time. Next time we do something like this I need
to have a better gauge of the time.

Things that I would change would be the number of slides on the Active Inspire that
went along with the lesson. I want there to be enough slides for each child in the class to at
least participate one time. I know that would add more time but I really think it would be
worth it so that every child got their moment in the spotlight and felt special up at the
board. I do not want any child to feel that they are being ignored and are not having the
same amount of turns as the other children.

I think I wrote this lesson better geared to kindergarten and that it went very
smoothly. I wish I would have more time, but then again I don’t know if they would have
stayed focus for more time. I think the length of the book was perfect, and the discussions
after it went well. There were minimal behavior issues, but the ones there were happened
during the story time. I am happy with how this lesson turned out and I think it was an
improvement from the first one.
Notes: Classroom Observation # 2
Observer: D. Johnson
Date: 11-19-12

<table>
<thead>
<tr>
<th>Grade and room #</th>
<th>Kindergarten</th>
<th>Teacher: Mr. Bellow (Slightly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject time or period</td>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Type of class</td>
<td>( ) Gen Ed.</td>
<td>( ) Exceptional Children (EC)</td>
</tr>
<tr>
<td></td>
<td>( ) LEP</td>
<td>( ) Other:</td>
</tr>
</tbody>
</table>

Lesson Objective:
Students will understand and be able to identify various ways that people are alike and different. Through the activity students will demonstrate a greater appreciation for what makes people unique and special.

Evidence and observations:

<table>
<thead>
<tr>
<th>Teacher Actions (Cause)</th>
<th>Impact on Student Learning (Effect)</th>
</tr>
</thead>
</table>
| "Demonstrate the importance of understanding and appreciating differences among each of us (string activity.)" | "Students are highly engaged and really enjoyed the string activity. Students demonstrated their understanding of the content through discussion and ability to point out differences among their classmates. Very social group, but much of the noise directly related to the lesson and related discussion."
| Read book/discussion    | By the end of the lesson the students were clearly able to demonstrate a greater understanding with appreciation for how others people different. I was very impressed with the high level of interest - called lightly with regards by the teacher." |
| 10:32 - "It's All About me on Smart Board" |                                                    |
| Mr. Bellow displays a very strong, yet positive presence in the classroom. Given the fact that she has never spent an extensive amount of time in this setting, I felt that she handled the delivery of management of the students very well, plus to focus on intent knowledge, organization, lesson pace, enthusiasm and momentum. |
References:


Cooperative Teacher Signature _________________________________

Student Signature _________________________________
**Integrated STEM/Social Studies Lesson Plan #3**

**Name __ ____________  Grade Level __K____  Date __10-7-12__**

<table>
<thead>
<tr>
<th>Integrated areas:</th>
<th>Lesson Topic:</th>
<th>Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Science</td>
<td>Qualities of a Good Citizen</td>
<td>- &quot;Good Citizen&quot; flipchart</td>
</tr>
<tr>
<td>2. ELA</td>
<td></td>
<td>- Role play cards</td>
</tr>
<tr>
<td>3. Social Studies</td>
<td><strong>Length of Lesson:</strong></td>
<td>- Pictures of words/ meanings.</td>
</tr>
<tr>
<td>4. Technology</td>
<td>40 minutes</td>
<td>- Drawing paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Crayons</td>
</tr>
<tr>
<td></td>
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<td>- Colored pencils</td>
</tr>
</tbody>
</table>

**Common Core / Essential Standards Covered: (Areas of Integration)**

**Social Studies:** K.C & G.1.1: Civics and Governance: Understand the roles of a citizen: Exemplify positive relationships through fair play and friendships.

**Science/Engineering:** K.L.1.1: Structures and Functions of Living Organisms: Compare characteristics of animals that make them alike and different from other animals and nonliving things.

**ELA:**

**Speaking:** K.SL.6: Presentation of Knowledge and Ideas: Describe familiar people, places, things and events and, provide detail. Speak audibly and express thoughts, feelings, and ideas clearly.

**Listening:** K.SL.1: Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in a large group (follow rules for discussions, and continue through multiple exchanges).

**Technology:** K.TT.1.3: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

**Learning Targets**

- I can explain why good classroom relationships depend on caring, honesty, fair play, respect, and responsibility.

- I can give specific examples of qualities of a good citizen.

**Objectives included in lesson but not tested:**

- Students will be able to compare and contrast the different types of animals they see acting out the good qualities of a citizen. They will not be tested on their ability to compare and identify animals.
- Teacher’s use of technology to present information to the class.
- How well the students carry on conversations.
<table>
<thead>
<tr>
<th>Essential Understandings from Social Studies</th>
<th>Essential Understandings from Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>- It is essential for students to know classroom behaviors that demonstrate good citizenship.</td>
<td>- Students will compare characteristics of animals</td>
</tr>
<tr>
<td>- Demonstrate cooperation, taking turns, sharing, working with others, and personal responsibility.</td>
<td>- Students will correctly identify the different types of animals shown</td>
</tr>
<tr>
<td>- Understand how these behaviors are important for a well-run classroom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Focus Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is being a good citizen important?</td>
<td>Can you list three qualities of a good citizen?</td>
</tr>
<tr>
<td>What is the relationship between good citizens and fair play?</td>
<td>What would you do if someone said you were not allowed to play with him or her?</td>
</tr>
</tbody>
</table>

**Science Process Skills Utilized:**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Communicating</td>
<td>Applying</td>
<td>Charting and Graphing</td>
<td>Explaining</td>
</tr>
<tr>
<td>Experimenting</td>
<td>Controlling Variables</td>
<td>Classifying</td>
<td>Generating</td>
</tr>
<tr>
<td>Measuring</td>
<td>Hypothesizing</td>
<td>Comparing</td>
<td>Inferring</td>
</tr>
<tr>
<td>Observing</td>
<td>Model Building</td>
<td>Ordering</td>
<td>Making analogies</td>
</tr>
<tr>
<td>Verifying</td>
<td>Predicting</td>
<td>Sequencing</td>
<td>Summarizing</td>
</tr>
</tbody>
</table>

**Differentiation for Unique Learner:**

Have Fall draw a picture of what a good citizen would do. Then have her explain it to me so I know she understands the concepts we went over.

**Tiered Lesson**

<table>
<thead>
<tr>
<th>Level 1: AIG</th>
<th>Level 2: ELL</th>
<th>Level 3: EC: “Struggling learner”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td>Activity:</td>
<td>Activity:</td>
</tr>
<tr>
<td>Have these children make up their own situations, tell them to the class, and explain which characteristic it represents.</td>
<td>Pair these children up with a more talkative child and have them both come up with a story and solution.</td>
<td></td>
</tr>
</tbody>
</table>
### Engage: (Hooks the students into the topic)
**Grouping Strategy:** Whole Group  Small Group  Pairs  Individual

- Show flipchart of good citizens (animals) in the community, and let the children discuss what they see in each one.
- Explain that good citizens are people who do what they are supposed to do.
- Have children help create a list of qualities that make a good citizen. Record these qualities on an interactive white board.
- Guide the children to include: honesty, caring, respect, and individual responsibility. If they do not include these, give examples to help them.

### Explore: (Student driven exploration of the topic to be studied)
**Grouping Strategy:** Whole Group  Small Group  Pairs  Individual

**Activity: Sharing Stories** (Use as a discussion starter.) One way of exploring the four themes is simply to ask students to tell about their experiences. You may wish to use the following prompts:

- Tell a story about a time you told the truth, even though that was a difficult thing to do.
- Tell a story about someone you respect.
- Tell a story about a time you took responsibility for something you had done or said.
- Tell a story about a time when you were kind to someone you just met.

Let the students sit in a circle and tell stories about how they have been good citizens, or how someone they know has been a good citizen.

### Explain: (Teacher input and discussion of topic)(What will you say, how will you TEACH the concepts?)

1. Start by introducing the four qualities we will be talking about today: honesty, caring, respect, and responsibility.
2. Write each of those up on the smart board and ask children what they think each one means. Make sure the children raise their hand to give them opinion, and give enough wait time.
3. Once you have compiled a few ideas about each, bring out your poster cards.
4. Start with honesty and read it to the class. Then repeat the question from above (Tell a story about a time you told the truth, even though that was a difficult thing to do) and see if you get any different answers than during the explore part.
5. Then read the caring card to the class, and repeat the process with the question, “Tell a story about a time when you were kind to someone you just met.”
6. Next read the respect card, and repeat the question, “Tell a story about someone you respect.”
7. Lastly discuss the responsibility card and see if they answer, “Tell a story about a time you took responsibility for something you had done or said.”
8. During this instruction time when you are explaining and the children are talking, make sure they stay on topic and understand the different qualities. If a child tells a story that is not relevant to the quality, then go over that one again using different language.
9. Once you are certain you gave a concrete base for each quality move onto the next section.
Elaborate: (Application of understandings to the real world)

Grouping Strategy: Whole Group  Small Group  Pairs  Individual

At their tables I will read aloud these scenarios. They will discuss them as a group and come up with a solution. These situations give students a chance to connect what they just learned to real like situations. They have to think about the situation and problem solve to come up with a solution they think is best.

Role Play Cards

**Honesty**
- You found something that is not yours on the classroom floor, but you want to keep it. Talk with your friend about what you will do.
- You accidentally broke a toy truck in the block station. Talk with your friend about what you will say to your teacher.

**Caring**
- Someone called your friend a mean name, what would you do to make them feel better?
- You are playing, and you notice someone standing around alone, what would you do? Talk to your friend about your feelings.

**Respect**
- You ask your friend to play with his or her toy, how do you treat that toy? Tell your friend your plan.
- When the teacher is talking, and your partner is trying to tell you a story. What do you tell your friend?

**Individual responsibility**
- At snack time, your friend throws his pretzel bag on the floor. What do you tell him?
- Your friend sees a computer is empty and she wants to work there. She leaves you at the Art Station with the big mess she made. Talk with her about this problem.

Evaluate: (Student and teacher assessment and determination of where to go from here)
Include Rubrics, charts for recording data etc…)

**Criteria for Success (numerical and defined)**
- Students can name two attributes we discussed today in class

**Student Self-Evaluation of Learning:** **NONE**

Teacher Formative Evaluation of Learning:

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Type of Formative Assessment Tool utilized to measure success</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain why good classroom relationships depend on caring, honesty, fair play, respect, and responsibility.</td>
<td><strong>Discussion</strong></td>
<td>During the elaborate part of the lesson I will listen to student answers to make sure they grasp the concept of how being a good citizen affects the classroom and friendships.</td>
</tr>
<tr>
<td>I can give specific examples of qualities of a good citizen.</td>
<td><strong>Checklist</strong></td>
<td>Use to see which two of the four qualities each student can name on their own.</td>
</tr>
</tbody>
</table>
- I will constantly be asking questions to make sure the students are not confused and they understand why we are talking about the concepts and why they are important to being a good citizen.

**Evaluation of Lesson Assessment Data:**
- If the students can name at least two attributes we talked about in class then I know they remember the most of the lesson.
- If the students cannot name two attributes then I will have to go back and revisit the lesson tomorrow putting an extra emphasis on the qualities and why they are important to have.

**Extend: (What additional activities could support ongoing learning of the topic)**

**What Could Happen Next?** Ask students to discuss, draw, or write in response to these questions:

- You find a watch on the playground. What could happen next?
- Everybody is in a hurry. A kid near you trips and falls down. What could happen next?
- The teacher asks the class to be quiet after someone made a funny comment. What could happen next?
- You borrowed a pencil from the teacher’s desk and lost it. What could happen next?
- You think somebody is being cruel by making fun of a kid on the playground. What could happen next?

These activities will provide students with ways to use their critical thinking, and compare the different endings they come up with for each story.
### Observation Sheet

| Student Names | Honesty  
|--------------|---------
|              | K.C & G.1.1 |
|              | Caring  
|              | K.C & G.1.1 |
|              | Respect  
|              | K.C & G.1.1 |
|              | Responsibility  
|              | K.C & G.1.1 |
|              | Good Citizenship  
|              | K.SL.6 +K.C & G.1.1 |
|              | Notes |
|              |         |
|              |         |
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|              |         |
I am a Good Citizen!
You can be a Good Citizen too!
You are a good citizen when you are kind to someone!
Good citizens know they don't always have to be first!
Good citizens help each other!
Good citizens know how to see the beauty in all things.
You are a good citizen when you clap for others!

Because when you know how to be happy for others …you get to be happy more often!
You are a good citizen when you encourage others!
Good citizens give smiles to the world!
You are a good citizen when you make others laugh!
You are a good citizen when you believe in yourself!
You are a good citizen when you listen to your parents and teacher!
Good citizens make the world a better place!

How can you be a good citizen?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Caring

1. Saying nice things and sharing compliments with others
2. Being considerate, kind, and respectful in all your actions
3. Lending a helping hand to those around you
4. Being the person others can count on
Responsibility

1. Being in control of your own behavior
2. Being trusted with important jobs
3. Having your work finished on time
4. Doing your part when working together
Respect

1. Treating others the way you want to be treated
2. Showing kindness and consideration
3. Liking yourself enough to be yourself
4. Accepting others for who they are
Honesty

1. Being truthful to others
2. Being truthful to yourself
3. Doing what’s right regardless of who’s around
4. Being someone others can trust
Role Play Cards

**Honesty-**
You found something that is not yours on the classroom floor, but you want to keep it. Talk with your friend about what you will do.

**Honesty-**
You accidentally broke a toy truck in the block station. Talk with your friend about what you will say to your teacher.

**Caring-**
Someone called your friend a mean name, what would you do to make them feel better?

**Caring-**
You are playing, and you notice someone standing around alone, what would you do? Talk to your friend about your feelings.

**Respect-**
You ask your friend to play with his or her toy, how do you treat that toy? Tell your friend your plan.

**Respect-**
When the teacher is talking, and your partner is trying to tell you a story. What do you tell your friend?

**Responsibility-**
At snack time, your friend throws his pretzel bag on the floor. What do you tell him?

**Responsibility-**
Your friend sees a computer is empty and she wants to work there. She leaves you at the Art Station with the big mess she made. Talk with her about this problem.
References:


Cooperative Teacher Signature _________________________________

Student Signature _________________________________
Integrated STEM/Social Studies Lesson Plan #4

Name ______ Grade Level ____K_____ Date ____10-11-12_____

<table>
<thead>
<tr>
<th>Integrated areas:</th>
<th>Lesson Topic: Communities</th>
<th>Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Studies</td>
<td></td>
<td>- The Little Red Hen by: Galdone</td>
</tr>
<tr>
<td>2. Language Arts</td>
<td></td>
<td>- YouTube video</td>
</tr>
<tr>
<td>3. Science</td>
<td>Length of Lesson: 40 minutes</td>
<td>- Paper/ Pencils/Crayons</td>
</tr>
<tr>
<td>4. Drama</td>
<td></td>
<td>- Bag of Candy</td>
</tr>
</tbody>
</table>

Common Core / Essential Standards Covered: (Areas of Integration)

**Social Studies:**
- K.C & G.1.1: Civics and Governance: Understand the roles of a citizen: Exemplify positive relationships through fair play and friendships.

**Science/Engineering:**
- K.P.2.1: Matter: Properties and Chance: Understand how objects are described based on their physical properties and how they are used: Classify objects by observable physical properties (size, color, shape, texture, weight and flexibility).

**ELA:**

**Listening:** K.SL.2: Comprehension and Collaboration: Confirm understands of a text read aloud of information presented orally by asking and answering questions about key details and requesting clarification.

**Reading:**
- K.RL.1: Reading Standards for Literature/ Informational Text: Key ideas and details: With prompting and support, ask and answer questions about key details in a text.
- K.RL.2: Reading Standards for Literature/ Informational Text: With prompting and support, retell familiar stories, identify the main topic including key details.
- K.RL.3: Reading Standards for Literature/ Informational Text: With prompting and support, identify characters, settings, and major events in a story.

**Writing:**
- K.W.2: Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- K.W.4: Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Drama:**
- K.C.2.1: Communication: Use performance to communicate ideas and feelings: Use dramatic play to improvise stories and situations.

**Technology:**
- K.TT.1.3: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).
**Learning Targets**

<table>
<thead>
<tr>
<th>Learning Targets</th>
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</tr>
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<tbody>
<tr>
<td>I can explain why people need to work together in a community.</td>
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<td>I can identify objects by their characteristics such as color, size, and what they are used for.</td>
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<td>I can tell you why I am apart of the classroom community.</td>
<td></td>
</tr>
<tr>
<td>I can tell you what happened in the story, and the main idea.</td>
<td></td>
</tr>
</tbody>
</table>

**Objectives included in lesson but not tested:**
- Technology used to present information (YouTube video)
- The drama performance of the children involved.
- The neatness of the writing/drawings the children create

**Essential Understandings from Social Studies**

<table>
<thead>
<tr>
<th>Essential Understandings from Social Studies</th>
<th>Essential Understandings from Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The concepts of community and working together using positive relationships for the betterment of the community will be developed.</td>
<td>- Students will know that objects have certain properties.</td>
</tr>
<tr>
<td>- The students will understand that positive relationships often depend on courtesy, honesty, and fairness when working with others.</td>
<td>- Students will be able to describe people and objects based on their physical properties.</td>
</tr>
</tbody>
</table>

**Essential Questions**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Focus Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is a scenario you could design that shows a working community?</td>
<td>- What does it mean to be a member of a community?</td>
</tr>
<tr>
<td>- How is individual contribution essential in a community?</td>
<td>- How does one’s behavior affect others in a community of people?</td>
</tr>
</tbody>
</table>

**Science Process Skills Utilized:**

<table>
<thead>
<tr>
<th></th>
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<td>Controlling Variables</td>
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<td>Hypothesizing</td>
<td>Comparing</td>
<td>Inferring</td>
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<tr>
<td>Observing</td>
<td>Model Building</td>
<td>Ordering</td>
<td>Making analogies</td>
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<tr>
<td>Verifying</td>
<td>Predicting</td>
<td>Sequencing</td>
<td>Summarizing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using Numbers</td>
<td>Interpreting data</td>
</tr>
</tbody>
</table>

**Differentiation for Unique Learner:**

Fall will be allowed to walk around the classroom and find a picture of a responsible part of our community. She will be able to do this because her fine motor skills are slacking and she would have trouble drawing a picture with enough detail to explain to the class. Instead, she will show the picture (same as ELL student) in order to show she understands the concept of a working community.
Tiered Lesson

<table>
<thead>
<tr>
<th>Level 1: AIG</th>
<th>Level 2: ELL</th>
<th>Level 3: EC: “Struggling Learner”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong> I will have these children work in a group and not only come up with ways they are part of the community in this classroom, but also in their homes. They have to connect the idea of a community not just to their school classroom but to their family as well.</td>
<td><strong>Activity:</strong> I will allow these students to walk around the room and find pictures of students being responsible and helping the classroom run smoothly and let them show this to the class for their presentation.</td>
<td><strong>Activity:</strong></td>
</tr>
</tbody>
</table>

Detailed Lesson Plan

**Engage:** (Hooks the students into the topic)

**Grouping Strategy:** Whole Group   Small Group   Pairs   Individual

- For the beginning part of the lesson I will play the YouTube video for the students that is entitled, ”Helping Hands.” ([http://www.youtube.com/watch?v=Tsp4YF0lWjk&feature=related](http://www.youtube.com/watch?v=Tsp4YF0lWjk&feature=related))
- This video talks about how you should help your friends, neighbors, family, and whoever else with tasks so they get done.
- We will discuss why helping others is important, and go right into our role-play activity.

**Explore:** (Student driven exploration of the topic to be studied)

**Grouping Strategy:** Whole Group   Small Group   Pairs   Individual

**Activity:**
- Choose a couple students to come to the front of the room and help you divide a bag of candy to share with the rest of the class. As you are choosing helpers, whisper specific directions to them. Ask one student to act greedy by the portion he was supposed to hand out all to himself. Ask another student to act lazy about helping but sitting down with this portion he was supposed to handout. Ask another student to be very helpful by handing out the candy.
- After they have worked together helping you, discuss how the behaviors affected how well the task was done.
- Ask the rest of the class to respond to the question as well.
- Do this again with another group of students by having them all be helpful and hand out the candy quickly, quietly, efficiently, and evenly.
- Then ask that group how the behaviors of the group affected how well the task was done.
- Ask the rest of the class to compare the two scenarios.
- Tell the students that are going to read a story about a hen that has a job to do, and she needs help from her friends to do the job.

**Explain:** (Teacher input and discussion of topic)(What will you say, how will you TEACH the concepts?)

- Read the book *The Little Red Hen*, by Galdone, to the class.
- While reading ask the class to listen for behaviors or attitudes that the animals exhibit (rude, lazy, greedy, polite, apologetic, forgiving).
- While reading stop and discuss the different materials that Hen is using. What do you think she will use them in the end for? What are some characteristics of each material (size, color, used for, etc)?
- On selected pages, stop and encourage the children to interact with the book in the following ways:
  - Identify key items in the pictures that will support listening comprehension,
  - Guess what may happen next, what the motives of the characters might be, and why something is happening
- After reading the book, ask the learners to share what they think the word selfish means. Define the word selfish as being concerned with your own interests, needs, and wishes while ignoring those of others.
- Ask the students to identify who the community members were in the story. Have them identify characters in the book who were selfish about giving of their time and how that behavior affected the community
- Ask: Who in the story was willing to share their time, talent, and resources with other. Discuss with the children how the job would be made easier when all the characters contribute.
- Ask the students whose responsibility in a community it is to share their time, talent, or resources for the common good of the community?
- Let them return to their desks for an activity about their classroom community. Do they think they have a responsibility to the classroom community?

Vocabulary:
- **Needs**: something necessary or indispensable: food, shelter, and other necessities of life
- **Community**: A group of people living in the same area and under the same government; a group having common interests and goals and who work together
- **Talent**: The aptitude, disposition, or characteristic ability of a person
- **Resources**: Available supply or support that can be drawn on when needed or wanted
- **Contribute**: to give something to someone.
- **Common good**: Working together with other members for the greater benefit of all
- **Responsibility**: the task an individual is trusted to perform.

**Elaborate: (Application of understandings to the real world)**

**Grouping Strategy: Whole Group  Small Group  Pairs  Individual**

- This portion of the lesson will be broken up into two stations. The children will go back to their seats, and half will work on a sequencing activity while the other half will talk about their classroom and school community as well as complete the activity involved. Once complete, they will switch stations

**Station #1:**
- In their seats, half the class will talk about the classroom/school community.
- Ask if they think they have a responsibility to the classroom community?
- Have children come up with the responsibilities they have to the classroom.
- As table groups have them write down/draw something they are responsible for in the classroom/school.
- Once each group is finished have them share with the other group what they came up with.
- Teacher joins the discussion and talk about why what they came up with is important and how it allows our classroom and school to run smoothly.
- Discuss how each group can make their pictures better (detail) to show their responsibilities.

**Station #2:**
- The students will be given an activity sheet with pictures from the story in it.
- They will also be given a sheet with boxes labeled First, Second, and Third.
- They will have to cut out the pictures and place them in the correct boxes based on the sequence of the story (part of their assessment).
- This activity works with fine motor skills, as well as a hands on way or recalling and recreating the story in the right order using pictures.
Evaluate: (Student and teacher assessment and determination of where to go from here)
Include Rubrics, charts for recording data etc…)

Criteria for Success (numerical and defined)
- Students must give at least one reason why they are a part of the classroom community and why.
- Each student must give one characteristic of one material from the book.

Student Self-Evaluation of Learning:

<table>
<thead>
<tr>
<th>Learning Assessed</th>
<th>Strategy utilized by students</th>
<th>Student outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell you why I am apart of the classroom community.</td>
<td>Discussion</td>
<td>During the elaborate part, students will be able to either say why they are apart of the classroom community and how they help out, or they will have no idea. They can get information from their classmates during the discussion.</td>
</tr>
</tbody>
</table>

Teacher Formative Evaluation of Learning:

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Type of Formative Assessment Tool utilized to measure success</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain why people need to work together in a community.</td>
<td>Ticket Out the Door</td>
<td>After the lesson, before the students go to lunch I will ask them individually why people need to work together in a community. They can only leave once they have given me an answer to the question they believe is correct.</td>
</tr>
<tr>
<td>I can identify objects by their characteristics such as color, size, and what they are used for.</td>
<td>Discussion</td>
<td>While reading the book, we will discuss what the Hen’s materials look like, and are used for. I will be able to tell which students understand the characteristics and which ones do not.</td>
</tr>
<tr>
<td>I can tell you what happened in the story, and the main idea.</td>
<td>Discussion/ Sequencing sheet</td>
<td>When we talk about what happened in the book, I will be listening for each child to give his or her input on the story, and the main idea the grasped from it. I will also use the cut and paste sheets to make sure they understood the sequence in which the events took place in the book.</td>
</tr>
</tbody>
</table>

Evaluation of Lesson Assessment Data:
- After the lesson I will reflect on the findings from my informal assessments; I will make sure that all my students understand how members of a community need to work together in order for it to run smoothly.
- If students do not understand this, then I will have to find a video, or another book to reinforce this idea.
- For science I will see if students understand that different objects have different characteristics. I wanted them to be able to name a few things about objects physical appearance and what it is used for.
- If students do not understand this concept than I will have to have a more in depth science lesson that
shows how you can characterize objects.
- In reading, I will reflect upon the student’s answers and discussions. If I feel they understood the main concept of the story as well as the moral than I will move on.
- If students were not able to understand key facts, characters, or the main idea, then I will have to review these parts of stories in depth so students will be able to decipher them in other stories.

Extend: (What additional activities could support ongoing learning of the topic)
- The “Blue Sky Activity”
- This activity focuses students on identifying and responding to community needs.
- It helps them imagine a better world, and how it could be achieved.
- It can spring board a whole year or whole school service project, or just be used as a classroom activity.
# Observation Sheet

| Student Names | Why people work together  
| K.C & G.1.1 | Characteristics of Objects  
| K.P.2.1 | Story Information  
| K.RL.1-.3 | K.SL.2 | Notes |
|-------------|-------------|---------------|-------------|-------------|
|             |             |               |             |             |
|             |             |               |             |             |
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|             |             |               |             |             |
|             |             |               |             |             |
|             |             |               |             |             |
a helping hand
First (1st)

Second (2nd)

Third (3rd)
“BLUE SKY” ACTIVITY

This activity focuses students on identifying and responding to community needs.

Blue Sky is a visioning exercise that guides students in imagining a better world. Students are asked to take a look at their class, school neighborhood, community, state, nation, and/or the world. They reflect on the way it is and then imagine the way they would like it to be. Service leaders are encouraged to use this strategy at the beginning of the service experience and to revisit it before planning each service project with the students.

Blue Sky serves as a launch pad for the school year of service. The service leader may refer to the students’ Blue Sky thoughts throughout the year as a form of evaluation (How are we doing on the issues we identified?) and review (What issues are still important to us that need to be addressed?).

This activity encourages empathy, compassion, and self expression. It also helps students learn to react to a negative situation with a positive action.

The activity can be on a small or large scale. On a smaller scale, Blue Sky serves as a classroom activity. A service coach may lead a personalized visioning activity with one class or group, facilitating brainstorming of real issues that students have passion for, and then guiding the students to use those results as a focus for their future service projects.

On a large scale, the activity may be conducted as a Community Blue Sky Event with the whole school and include family and community members. Hold a breakfast or town hall meeting. Organize the group into smaller groups for brainstorming, and have each small group share their main ideas for improving the community.

Encourage students to organize much of the Community Blue Sky Event because they will be setting the tone for the year’s service goals. They may create the invitation list, organize the breakfast and activity, and select topics for discussion.
“BLUE SKY” ACTIVITY (continued)

Materials:
8 ½ x 11 paper (blue if possible), enough for each participant
Crayons/markers/colored pencils

Activity:
1. Discuss the meaning of community as it relates to the student’s experience: home, school, friends, neighborhood, city, state, country, and world.
2. Ask students to identify what is good about their community and what they would like to see improved or changed. Create a chart to fill-in as the students discuss:

<table>
<thead>
<tr>
<th>Good</th>
<th>Improve or Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

3. Give each student a piece of blue paper.
4. Invite students to portray their ideal world or what they would like their world to look like in 10 years—what the world/community could look like if everyone worked together. Students can draw, color, paint, or create collages on their blue paper.
5. When the students are finished, allow each student time to share their creation with the class.
6. Record students’ thoughts and ideas on a display board, and identify and reflect on some of the recurring themes. This can be helpful in identifying student interests for planning of service projects.
7. As a class, briefly brainstorm ideas on how to achieve the vision and what challenges they might face in achieving “the ideal.”
8. Create a “permanent display” of the students’ illustrations. It is recommended that these illustrations remain available for display for the school year as a reference for future reflection and planning. The student papers can be combined into a collage, quilt, or bulletin board display. A paper “quilt” may be rolled up and stored and brought out for appropriate discussions.
References:


Cooperative Teacher Signature ____________________________________________

Student Signature _____________________________________________________
# Integrated STEM/Social Studies Lesson Plan # 5

Name _______ _________  Grade Level ___K___  Date _____10-16-12_____

<table>
<thead>
<tr>
<th>Integrated areas:</th>
<th>Lesson Topic: Rules and Directions</th>
<th>Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Studies</td>
<td></td>
<td>- “Classroom Rules” flipchart</td>
</tr>
<tr>
<td>2. Science</td>
<td></td>
<td>- <strong>Know and Follow Rules</strong> by: Meiners</td>
</tr>
<tr>
<td>3. ELA</td>
<td><strong>Length of Lesson:</strong> 40 minutes</td>
<td>- “Clap Your Hands” song</td>
</tr>
<tr>
<td>4. Technology</td>
<td></td>
<td>- Music player</td>
</tr>
</tbody>
</table>

**Common Core / Essential Standards Covered: (Areas of Integration)**

**Social Studies:**

**Science/Engineering:**
- K.P.1.1: Forces and Motion: Understand the positions and motions of objects and organisms observed in the environment: Compare the relative position of various objects in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.

**ELA:**

**Speaking:** K.SL.6: Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.

**Reading:** K.RL.1: Reading Standards for Literature/ Informational Text: Key ideas and details: With prompting and support, ask and answer questions about key details in a text.

**Technology:**
- K.TT.1.2: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
- K.TT.1.3: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

**Learning Targets**
- I can tell you why rules are important.
- I can demonstrate appropriate behavior.
- I can define and show the directions: on top of, under, on, and next to.
- I can tell you our classroom rules
Objectives included in lesson but not tested:
- How well the students use the smart board.
- How loudly and clearly they express their thoughts and ideas.
- Teacher’s use of technology.

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<th>Essential Understandings from Social Studies</th>
<th>Essential Understandings from Science</th>
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<tr>
<td>- The students will understand that obeying rules can provide safety in the classroom, school, home and neighborhood.</td>
<td>- Students will understand and know the difference between the directional words used to describe locations.</td>
</tr>
<tr>
<td>- The students will understand that obeying rules in the classroom, school, home and neighborhood promote fairness and resolves conflict.</td>
<td>- Students will be able to communicate using oral language so that all observers can agree on the position of an object relative to another object.</td>
</tr>
<tr>
<td>- The students will know that good citizens follow rules and respect the rights of others.</td>
<td></td>
</tr>
<tr>
<td>- The students will be able to explain why rules are needed.</td>
<td></td>
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</tbody>
</table>

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<th>Essential Questions</th>
<th>Focus Questions</th>
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<tbody>
<tr>
<td>- Could you invent a scenario where you help a friend follow rules that kept them out of danger?</td>
<td>- Can you recall the rules of the classroom?</td>
</tr>
<tr>
<td></td>
<td>- What will happen if you break the rules?</td>
</tr>
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</table>

Science Process Skills Utilized:

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<td>Sequencing</td>
<td>Summarizing</td>
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</tbody>
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Differentiation for Unique Learner:

In the front of the room, there will be pictorial representations of the rules. These pictures will show the rules being acted out and how they should be followed. These will help Fall to remember all of them.
**Tiered Lesson**

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<th>Level 3: EC: “Struggling learner”</th>
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<tbody>
<tr>
<td><strong>Activity:</strong> these students must be able to recite all five of the classroom rules, and correctly execute all 4 of the directional instructions.</td>
<td><strong>Activity:</strong> I will use personal picture cards to reinforce the model behaviors I am teaching for these students.</td>
<td><strong>Activity:</strong></td>
</tr>
</tbody>
</table>

**Detailed Lesson Plan**

**Engage: (Hooks the students into the topic)**

**Grouping Strategy:** Whole Group  Small Group  Pairs  Individual

- We will start this lesson with a song and dance portion.
- During this part of the lesson I will have the music teacher come in and lead the students in the song and dance. My co-teacher will be present the first part of the lesson to make sure the students are fully participating as well as following the rules of music and dance they have in her classroom. Her presence there will hopefully give the students energy! (Parallel Teaching).
- The goal for my co-teacher is to make sure every child is participating in the song and dance with their mouths and their movements, she is there to ensure that the children are singing and moving just like if they were in music class.
- During the music teacher’s instructional time, I will be making sure all of the children are following the directions in the dance correctly so that it goes smoothly!
- My co-teacher and I will be working together to make sure the children are actively engaged in the song and dance as well as correctly executing the instructions. The overall goal between us that the children have fun, while learning to follow instructions.
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- My co-teacher and I will be working together to make sure the children are actively engaged in the song and dance as well as correctly executing the instructions. The overall goal between us that the children have fun, while learning to follow instructions.

**Explore: (Student driven exploration of the topic to be studied)**

**Grouping Strategy:** Whole Group  Small Group  Pairs  Individual

- One the smart board have the title, “Why Rules are Important...”
- Have the children come up with why they think rules are important, and write what they dictate.
- Allow them to have discussions and talk among themselves for the different reasons.
- Prompt them with questions about school rules, classroom rules, and home rules.
  - Are classroom rules different than rules at home?
  - What are some examples of rules at your house?
  - What happens when children of all ages do not follow the school rules?
  - How does following class rules allow the classroom to run smoothly?
  - What do you think is the most important rule? Why?
  - Rules help with what at home, in school, and in the classroom?
- Make sure no body has a comment left out about why rules are important for the list on the board before you move onto the explain portion.
Explain: (Teacher input and discussion of topic)(How will you TEACH the concepts?)
- Read the book Know and Follow Rules by: Meiners, to the class.
- Talk about the characters in the book and what happened to them when they chose to follow the rules, and when they chose not to follow the rules.
- Discuss with the students what rules they think are important at school (to help them take ownership of their future classroom rules).
- Talk about rules in different settings ("Are school rules the same as rules at home? Are the classroom rules the same as the school rules?").
- After discussing the rules in the story and comparing and contrasting rules at home and school, have the class help you review a set of 5 or less classroom rules.
- Create simple hand gestures or actions to go with each of the different rules (i.e.: Put your hand up to your ear for listen, "Listen when others are talking.").
- Have the children recite the classroom rules they helped to develop as a part of your daily routine, as well as display the classroom rules, with picture helpers, to remind the students of classroom expectations.

Elaborate: (Application of understandings to the real world)

Grouping Strategy: Whole Group  Small Group  Pairs  Individual

- After the book discussion we will do the Active Inspire flipchart about rules and directional words.
- Students need to understand directional words if they are going to be successful in the classroom (ex. put the scissors next to the blue box, or put the towels under the sink).
- We will do a quick review of those words with a short activity.
- The next thing in the flipchart is a classroom rules activity.
- This activity allows children to hear a sentence, and put it in the correct category (do it, or don’t).
- I will use both of these as assessments to see if the children can complete the activities correctly.

Evaluate: (Student and teacher assessment and determination of where to go from here)
Include Rubrics, charts for recording data etc...

Criteria for Success (numerical and defined)
- Students must name at least 3 out of 5 classroom rules.
- Students must give one reason why rules are important.
- Students must be able to demonstrate 2 of the 4 directional instructions.

Student Self-Evaluation of Learning:

<table>
<thead>
<tr>
<th>Learning Assessed</th>
<th>Strategy utilized by students</th>
<th>Student outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell you our</td>
<td>Whole group discussion</td>
<td>Students will be able to recite</td>
</tr>
<tr>
<td>classroom rules</td>
<td>Phone a friend (if needed)</td>
<td>the 5 classroom rules.</td>
</tr>
</tbody>
</table>

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Teacher Formative Evaluation of Learning:

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Formative Assessment Tool utilized to measure success</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I can tell you why rules are important.</td>
<td>Discussion/ Observation</td>
<td>During the explore session I will listen to what the children come up with and the discussion taking place.</td>
</tr>
<tr>
<td>- I can demonstrate appropriate behavior.</td>
<td>Performance</td>
<td>Each student will have a chance at the board to correctly label a rule. This will show me, which students understand the concepts of good and bad behavior/rule following in the classroom.</td>
</tr>
<tr>
<td>- I can define and show the directions: on top of, under, on, and next to.</td>
<td>Ticket out the door</td>
<td>Before students head out to lunch I will bring two objects and have them follow the correct directions with them before they can leave for lunch.</td>
</tr>
</tbody>
</table>

Evaluation of Lesson Assessment Data:
- After the lesson I will look at the data I collected. I will see if the students know why rules are important, if they know the appropriate behavior, and if they can execute the directional words.
- I will assess these skills separately and make sure the students master each learning target.
- If students do not know why rules are important than I will use a more life-like situation to show them why.
- If students cannot demonstrate appropriate behavior, then I will have them do a role-play activity where they can see themselves and each other doing it.
- If they cannot execute the directional words, then I will have to spend a lesson just focusing on those to make sure students get them correct.

Extend: (What additional activities could support ongoing learning of the topic)
- Create a classroom wheel of choice to be hung up in the classroom.
- This wheel will help students solve their own problems by giving them different courses of action they can choose from.
- The wheel will include things like: count to 10, apologize, tell them how you feel, choose another activity, tell them to stop, walk away (see attached).
## Observation Sheet

| Student Names | Why rules are important  
|              | K.C & G.1.2  
|              | K.RL.1      | Appropriate behavior  
|              | K.C & G.1.2 | Directional instructions  
|              | K.P.1.1     | Notes               |
|--------------|-------------|----------------------|----------------------|----------------------|
|              |             |                      |                      |                      |
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|              |             |                      |                      |                      |
Clap Your Hands!
By: Lorraine Bayes

Clap, clap, clap your hands
Clap your hands together
Clap, clap, clap your hands
Clap your hands together

Wiggle, wiggle, wiggle your fingers
Wiggle your fingers like spiders

Shake, shake, shake your shoulders
Shake your shoulders now

Flap, flap, flap your arms
Flap your arms like flying birds

Move, move, move your hips
Move your hips around

Bend, bend, bend your knees
Bend you knees down

Slide, slide, slide your feet
Slide your feet like James Brown

Dance, dance, dance around
Dance around together
Position Words

under

over

inside

outside

left

right
Positional Words

Under

On

Inside

Next to

move to the correct position
1. Raise your hand before speaking during lessons.

2. When the teacher is talking, be quiet and listen.

3. Work Quietly.

4. Raise your hand before getting out of your seat.

5. Walk calmly in the classroom and hall.

6. Show respect and kindness toward others.
Wheel of Choice

- I'm Sorry
- Apologize
- Tell them how you feel.
- Choose another activity.
- Count to 10
- Walk Away
- Tell them to STOP!
- STOP!
References:


“Clap Your Hands” song by: Lorraine Bayes


Cooperative Teacher Signature ________________________________

Student Signature __________________________________________
Kindergarten: Citizenship Unit

**Post-assessment:** I will read the questions aloud for the students, give them time to answer, and then have them flip the page for the next question.

1) Which picture represents a good citizen?

A. [Image]

B. [Image]

C. [Image]
2) Which word describes a good citizen?

D. Bully

E. Honest

F. Liar

3) Where do you stand in line?

A. Behind each other?

B. Next to each other?

C. In front of the teacher?
4) Who is following directions on the carpet?

A. 

B. 

C. 

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5) You are on the playground and you find a piece of trash. Draw a picture of what a good citizen would do.
6) Circle the differences between these pictures.
Final Reflection

At first I thought that planning this Unit was going to be very difficult, but after I looked at the curriculum I knew there were a lot of things I could incorporate into Citizenship. Unfortunately I have never worked with Kindergarten before, so I had to step back and create a less in depth lesson that they would enjoy and get something out of. It took a couple weeks in the classroom for me to understand where each child stood on an achievement level so I could begin writing lessons for them. When writing my lessons I tried to incorporate hands on activities and learning styles that would engage the students and allow them to learn the objectives through doing. One thing I had to deal with was time, since my class can only stay focused for about 20 minutes. I had to take that into account when I was writing these lessons, because I wanted to get through all of the sections. I had to make sure that the things I thought that were most important for the lesson were addressed close to the beginning so they were taught. Another issue I had while writing the lessons was how I should address the group. I did not want to make it whole group instruction all of the time, but after working with this particular class I knew that pairs and group work would nothing accomplished. I tried to incorporate some smaller group activities in my Unit as long as they were heavily instructed as well as monitored. While creating my activities I knew that the activity mattered more than the groupings because according to Edward Victor, “activities that engage the students in meaningful learning constitutes the heart and spirit of any unit plan” (Victor, Kellough & Tai, 2008, p.195). Something that I found relatively easy when writing my lessons was how to incorporate science and Literature into social studies instruction. When I compared the curriculums I found that broadening the lesson perspective allowed more integration. “A teacher of science can do many things to help students enhance their language abilities and,
at the same time, enrich their science learning” (Bass & Contant & Carin, 2009, p.143). Also, Kindergarten does not have that much content in social studies or science, so there was not much I could choose from. According to Bass, connections between science and social studies help students to create a more complete picture of the world (Bass & Contant & Carin, 2009).

I thought the easy part would be teaching, but that turned out to be somewhat difficult. Once I started teaching my first lesson I realized that I would definitely not have enough time to finish the entire lesson. While I was in the process of teaching, I had to mentally go through the lesson and make sure I taught the most important things. Sometime the students did not cooperate like I thought they would and we moved off into some different directions. When they were way off topic I had to pull them back, but if they were still in the same area I let the discussion continue because they can learn a lot from talking and listening to their classmates. I tried to use these discussions as “teachable moments” without losing the lesson objective. While I was teaching I also had behavioral stuff to deal with. It is a lot harder to control younger students with nonverbal cues than older children, and I found that out while teaching. I had to stop lessons sometimes to make sure I had everyone with me and they were paying attention. Overall I think my Unit is well written and full of activities for Kindergarteners to use while learning.

References
Standards

Social Studies:
- K.C.1.1: Culture: Understand how individuals are similar and different: Explain similarities in self and others.
- K.C & G.1.1: Civics and Governance: Understand the roles of a citizen: Exemplify positive relationships through fair play and friendships.

Science:
- K.P.1.1: Forces and Motion: Understand the positions and motions of objects and organisms observed in the environment: Compare the relative position of various objects in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.
- K.P.2.1: Matter: Properties and Chance: Understand how objects (people) are described based on their physical properties and how they are used: Classify objects (people) by observable physical properties (size, color, shape, texture, weight and flexibility).
- K.L.1.1: Structures and Functions of Living Organisms: Compare characteristics of animals that make them alike and different from other animals and nonliving things: Compare characteristics of people that make them alike and different from each other and nonliving things.

ELA:
- Reading:
  - K.R.1: Reading Standards for Literature: Key ideas and details: With prompting and support, ask and answer questions about key details in a text.
  - K.R. 2: Reading Standards for Literature/ Informational Text: Key ideas and details: With prompting and support, retell familiar stories, identify the main topic including key details.
  - K.R. 3: Reading Standards for Literature/ Informational Text: Key ideas and details: With prompting and support, identify characters, settings, and major events in a story.

- Writing Standards:
  - K.W. 2: Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
  - K.W. 3: Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event, tell about the event, and provide a reaction to what happened.
  - K.W. 5: Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Speaking and Listening Standards:
  o K.SL.1: Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in a large group (follow rules for discussions, and continue through multiple exchanges).
  o K.SL.2: Comprehension and Collaboration: Confirm understands of a text read aloud of information presented orally by asking and answering questions about key details and requesting clarification.
  o K.SL.4: Presentation of Knowledge and Ideas: Describe familiar people, places, things and events and, provide detail.
  o K.SL.5: Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions to add detail.
  o K.SL.6: Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.

Technology:
- K.TT.1.2: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
- K.TT.1.3: Technology as a Tool: Use technology tools and skills to reinforce classroom concepts and activities: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

Art:
- Dance:
  o K.DM.1.5: Dance Movement Skills: Understand how to use movement skills in dance: Use directions, levels, and pathways in general space.
- Drama:
  o K.C.2.1: Communication: Use performance to communicate ideas and feelings: Use dramatic play to improvise stories and situations.
- Visual Arts:
  o K.V.1.2: Visual Literacy: Use the language of visual arts to communicate effectively: Create original art that expresses ideas about oneself.
  o K.V.2.3: Visual Literacy: Apply creative and critical thinking skills to artistic expression: Create original art that does not rely on copying or tracing.
Math:

- K.CC.4.1+ 4.2: Counting and Cardinality: Count to tell the number of objects: Understand the relationship between numbers and quantities; connect counting to cardinality.
  
  o When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  
  o Understand that the last number name said tells the number of objects counted.

- K.CC.5: Counting and Cardinality: Count to tell the number of objects: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.
Unit Resources

Lesson 1:


Lesson 2:


Lesson 3:

Lesson 4:


Lesson 5:

2. “Clap Your Hands” song by: Lorraine Bayes

