**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title: Chapter 2 Opener and Vocab Preview** |
| **Your name:****Kelsey Whipple** | **Grade Level:****1st Grade** | **Integrated Disciplines/Subjects:****Social Studies** | **Time frame for Lesson:****30 Minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases  |
| **Objectives:** The students will be able to: *Make meaningful connections to personal experiences**Use prior knowledge to gain understanding.* |
| **Assessment:** *After the chapter opener and vocabulary preview, ask students what they think they will be learning about in chapter 2. Discuss why they think that.*  |
| **Materials:** *Computer (Pearson Online), Student Workbooks* |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** *Look at the big question. Talk about the meaning of the question: how do people get what they need?* |
| **Input/Modeling/Guided Practice/Check for Understanding:**  |
| **Teacher will do:*** After snack is finished, ask the students to clean up their snack and put it in either the trash can or their backpack.
* While the students are cleaning up, pull up the social studies lesson online.
* Ask students to come sit on the front carpet. Remind students that they do not need to bring anything with them to the carpet.
* Ask students to look at the big question. Read the big question aloud. Discuss with the students what the meaning of this question is.
* Go through the chapter 2 digital presentation. Call on students to help with the activities throughout.
* Listen to the song Trucks and Buses. Discuss the meaning of the song.
* Read the vocabulary works one at a time. Discuss what each word might mean. Define the words. Call on students to take turns coming up and circling examples of these words in the picture. Do the first one as an example.
* Lead a discussion about what the students think they will learn in chapter 2.
* Ask students to return to their seats.
* Turn on Go Noodle before writing.
 | **Student will do:*** After snack, clean up snack and put it in either the trash can or in their backpack.
* When the teacher asks, come to the carpet in the front of the room but don’t bring anything with you.
* Listen as the teacher reads the big question aloud. Discuss with the class what the meaning of this question is.
* Participate and follow directions throughout the chapter 2 digital presentation. Raise your hands to help with the activities in the presentation.
* Listen to the song Trucks and Buses. Discuss with the class the meaning of the song.
* Look at the vocabulary preview. Help the teacher define each word on the screen. Raise your hand to come up and circle examples of the words in the picture.
* Think and discuss what you think you will learn about in chapter 2.
* Return to your seat.
* Act appropriately during Go Noodle.
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| **Closure:** *Ask students what they think they will be learning about in chapter 2. Discuss why they think that.*  |
| **Differentiation:***The students will sit on the floor in the front of the room next to the white board in order to better see the book being projected.* |
| **References:** My World Social Studies Text Book |
| **LESSON ANALYSIS** |
| **Content Knowledge:** *The chapter opener is a way to introduce the new chapter and its vocabulary to the students. The students will be learning about the big question for the chapter which is how do people get what they need? The information learned in this lesson will be used by the students for the rest of the chapter. The students will need the vocabulary to understand the reading and each chapter’s content builds on the previous chapter.* **Teaching Methods/Strategies:** *This entire lesson will be whole group. The students will be sitting on the floor in front of the screen so that all of the students can see the content. The students will be participating in discussions about the vocabulary and the activities in the digital presentation. The teacher will call on some students to allow them to come up and show what they have learned individually. This is an easy way for the teacher to grasp the students’ level of understanding.*  |
| **REFLECTION***This lesson was successful because the students loved the integration of technology into the lesson. In the social studies chapter openers, the students have the opportunity to watch a video and listen to a song that introduces what they will be learning about. There were also activities that I used to help the students begin to work hands-on with the material. To make participation fair, I pulled students’ sticks and also called on the students who were using their body basics. The students began discussing what the vocabulary words meant and what they thought they would learn in the chapter. I think this lesson was great for getting students to think about how the content could be meaningful to them and why we were learning about the topics. If I could change anything about this lesson, I would do the activities as a class once and then release the students into partners with iPads to go through the activities a second time. I think this would help the students to apply what they learned whole group to partner work and it would push the students to really think about the material.*  |