

Lesson Plan Template

Date: _____

Grade: 1		Subject: Social Studies – President’s Day	
Materials: Abe Lincoln’s Dream Book, President Sorts Worksheet		Technology Needed: Teacher Computer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 1.2.3 Identify the people and events honored in United States holidays (e.g., Thanksgiving, Independence Day, Veteran’s Day, Martin Luther King Jr. Day, President’s Day, Memorial Day, Columbus Day, Labor Day)		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile: 	
Objective(s) By the end of the lesson, the student will sort facts about George Washington and Abraham Lincoln and compare similarities between the two. Bloom’s Taxonomy Cognitive Level: Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Brain Break : relaxing strategies • “I’ll wait.” • “5, 4, 3, 2, 1, 0” • “3, 2, 1, talking is done.” • “When I say go…” • “Not on the Ceiling” song 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students are to sit on the floor in their spots in front of the board and keep all body parts to themselves. (active listening bodies) • Students may not use the bathroom while I am teaching. • Active Listening Bodies 	
Minutes	Procedures		
3	Set-up/Prep: <ul style="list-style-type: none"> • Have President’s sort activity printed and ready. • Have “Abe Lincoln’s Dream” book ready. • Pull up Abraham Lincoln and George Washington videos up on https://jr.brainpop.com/socialstudies/holidays/abrahamlincoln/ • Have students come to their carpet spots. 		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Ask students if they know what holiday is coming up. • Inform students that President’s Day is coming up. • Tell students: <ul style="list-style-type: none"> ○ On President’s Day we think about and celebrate all of the Presidents and thank them for being leaders of America. ○ President’s Day was first started on George Washington’s birthday, which is February 22. ○ But President’s Day got changed so that the holiday is on the third Monday of February. ○ It got changed so that the holiday would always fall on a Monday so that we wouldn’t have to have school and most of our parents wouldn’t have to go to work. ○ So this year, President’s Day is on February 19. ○ Did you know that Abraham Lincoln’s birthday is also in February? • Read “Abe Lincoln’s Dream,” by Lane Smith <ul style="list-style-type: none"> ○ Discuss important details with the book. 		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Show students the president’s sort. • Inform students that we will be identifying facts about Abe Lincoln and George Washington, and at the end, we will compare the presidents. 		

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	<ul style="list-style-type: none"> Explain to students that we want to be listening for key details while watching the Abe Lincoln video and George Washington video. 	
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Have students get out President's sorts and lay them on the floor in front of them. Tell them to listen for key facts and then place them under George Washington's name. Watch George Washington video <ul style="list-style-type: none"> Discuss the video with students. First president of the U.S. Born February 22, 1732 in Virginia Joined the army Eventually became a great Army General in the Revolutionary War A term is 4 years, and Washington served two terms, for a total of 8 years Face on the quarter and dollar bill. Have students look at President's sorts. Tell them to listen to key facts and then place them under Abraham Lincoln's name. Watch Abraham Lincoln video <ul style="list-style-type: none"> Discuss with students. Made the speech: Gettysburg Address: "Four Scores and Seven Years Ago..." Born on February 12, 1809 in Kentucky Nickname Honest Abe Wore a top hat 16th President Southern states supported slavery but northern states did not. South wanted to break away from the U.S. which started the Civil War Ended Slavery Served 1 term or a total of 4 years. Was killed by a mean man. On penny and five dollar bill. 	
2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Ask students which holiday is coming up? What do we celebrate on the holiday / what do we do? Sing the coin songs for George Washington and Abe Lincoln with students. Have students put their President's sort in their mailboxes. 	
<p>Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?)</p> <ul style="list-style-type: none"> Monitor how well / not well students are picking out details from the videos. Monitor questions students ask. Monitor student confusion. 		<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> None
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, this social studies lesson was a fun lesson. The book, Abe Lincoln's Dream, was a fun engagement piece because we heard some historical terms, events, and dates. I think the book was a little too advanced for students in that they didn't fully understand what Abe was talking about, however after some discussion, they were able to understand a little how the country was like when Lincoln was president. I would definitely keep the book as an engagement piece and intro to learning in the future. The book alone provides so many opportunities for meaningful discussion with students.</p> <p>One thing that I would change about the lesson is that instead of having students do their own individual sort, I would create a sort on the active board for us to do as a class. Students would be able to come up and move a piece to the corresponding president, and we would discuss why the student placed the fact under the president that they did. The reason I would change this is because it would eliminate the time it took for students to cut out their facts. In addition, some students lost some of their facts when they went back to their desks to complete the activity. And finally, students had to listen to the videos to find most of the facts, which is hard for first graders to really pick out all of the important details. They had some background knowledge about some of the presidents and important facts, but they were completely stumped on other facts because they were unable to recall from the video. By having an entire class discussion, I think learning would be more meaningful for students and time would not be wasted on unimportant activities such as cutting out facts. We would also be able to have a good discussion on the compare component in which students pick out similarities between Lincoln and Washington.</p>		

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I definitely liked this lesson. There is so much I could do in other subjects such as art, writing, and perhaps math. With President's Day coming up, the lesson was fitting and meaningful for students. I would love to use the lesson in the future and create similar lessons for students based on holidays and important figures. Social studies is another subject that I did not see during my week of practicum. I think teachers are really missing out on engaging and important learning opportunities for students.

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On President's Day we think about and celebrate all of the Presidents and thank them for being leaders of America.