

LESSON PLAN - SOCIAL STUDIES

DAILY LESSON PLAN	
PRELIMINARY INFORMATION	
Candidate Name: Mallory Bilger	Grade Level: Third
Candidate's Endorsement: Elementary Education	Central Focus: Citizenship and civic duty
Subject: Social Studies	Learning Segment Theme: The voting process and exercising the right to vote responsibly
Where in the learning segment does this lesson occur? ☒ Beginning ☐ Middle ☐ End	Lesson Structure or Grouping: ☒ Whole Class ☐ Small Group ☐ 1:1 Other (specify): Click or tap here to enter text.
STUDENT ASSETS (KNOWLEDGE OF STUDENTS)	
Complete this section if you are in a practicum setting. If you are not in a practicum setting, please list N/A.	
Personal (Interests, family backgrounds, experiences, etc.)	N/A
Cultural (Traditions, dialects, worldview, literature, arts, etc.)	N/A
Community (Landmarks, community events, etc.)	N/A
Developmental (Cognitive, physical, social, and emotional)	N/A
CONTENT STANDARDS	
State Standards	VA History and Social Science SOL 3.1 - Civics: The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by: E: taking part in the voting process when making classroom decisions.

National Standards	The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: D2.Civ.2.3-5: Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
InTASC Standards	Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

LEARNING OBJECTIVE(S)

These must be behavioral and measurable.

Statements of what students will know, understand, and be able to do at the end of the lesson (*consider all three domains*). Include condition, performance, and criterion.

After creating and implementing a classroom leadership council through the process of an election, students will be able to correctly identify the rights and responsibilities associated with voting in the United States in at least eight out of ten pre-determined scenarios.

BEGINNING: LAUNCH/HOOK/ANTICIPATORY SET

How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?

In order to connect students with this lesson theme, students will sit in their table groups (four students per table group). The teacher will present the question: When you think of voting, what comes to your mind? What experience/knowledge do you have with voting?

Students will use the single round-robin cooperative learning strategy to share with their table groups about their prior knowledge of voting in any context, including, but not limited to the American election process. Students will each have 2 minutes to share, before moving on to the next person.

MIDDLE: INSTRUCTIONAL STRATEGIES TO FACILITATE STUDENT LEARNING

For example: How will you engage students with ideas/texts to develop understanding? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning—for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands?

Detail your plan. *Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson—with the correct answers.*

Instruction/Modeling	Students will then gather on the carpet for a reading of the book, <i>Vote for Our Future</i> by Margaret McNamara, which outlines the processes, procedure, and a brief historical background of voting in the United States (McNamara, 2020). The teacher will stop to discuss and add essential vocabulary to the classroom word wall, including election, vote, representative, tally, candidate, opponent, democrat, republican, independent, ballot, registration, poles, polling place. The teacher will then give a short whole-group lesson on the history of elections in the United States, and why elections are essential to operating as a constitutional republic. This will focus on what it means to choose people to represent the majority opinion.
Guided Practice	For this segment, the teacher will help students set up a mock election. This mock election will mirror the most recent presidential election from 2024 and will include those candidates that participated in the general election. Students will be provided a short synopsis of the candidate platforms, so they can make an informed decision. The teacher will assist students in creating a classroom polling place, ballots, and will assist with tallying the votes. The tallying process and results of the mock election will be shared on the electronic whiteboard in real time, so students can understand the excitement and tension that builds during election night.

Independent Practice	Students will be charged with creating and implementing a classroom leadership council through the process of an election. The teacher will provide the pre-determined offices and responsibilities of class president, class vice-president, and class secretary, and the students will nominate two candidates for each office. After the nominations are finished, each nominee will have three minutes to explain his or her desire to do the job, and why he or she is qualified to do it. Once the speeches are complete, students will distribute ballots, create a small polling place, vote, and the votes will be tallied by students. Students will also announce the results of the classroom election. This effort will all be student led, and based upon the experiences in the guided practice portion of the lesson.
END: CLOSURE How will you end the lesson in a way that promotes student learning and retention?	
The lesson will be finalized once the election results have been announced. The teacher will reiterate the importance of civic duty and fair elections in keeping our country, both locally and nationally, a government that represents its people. The teacher will have students return to their table groups and share with shoulder partners two facts they learned about the election process.	
EVIDENCE AND ASSESSMENT OF STUDENT LEARNING How will you know whether your students are meeting your learning objective? What tools will you use to measure their progress? How will you provide feedback to promote student learning?	

Diagnostic/Pre-assessment(s) (could be prior to the lesson)	The diagnostic/pre-assessment portion of this lesson will be the anticipatory set/launch. In order to connect students with this lesson theme, students will sit in their table groups (four students per table group). The teacher will present the question: When you think of voting, what comes to your mind? What experience/knowledge do you have with voting? Students will use the single round-robin cooperative learning strategy to share with their table groups about their prior knowledge of voting in any context, including, but not limited to the American election process. Students will each have 2 minutes to share, before moving on to the next person.
Formative Assessments/ Feedback to Learners (part of the activities in the lesson)	This will be during the instruction/modeling portion and the guided practice. The teacher will check for vocabulary understanding when adding words to the word wall, as well as provide feedback and observations during the guided mock election. If the teacher observes students with confusion or a misunderstanding of the election process, corrective and explanatory feedback will be provided.
Summative Assessment (matches the objective)	Voting/elections assessment: Students will be able to correctly identify the rights and responsibilities associated with voting in the United States in at least eight out of ten pre-determined scenarios.
ACADEMIC LANGUAGE DEMANDS	
Language Demand(s)	Create, implement, process, election, identify, rights, responsibilities Students will create and implement their own classroom election process after learning about the essential nature of elections in the United States. They will also be able to explain their rights and responsibilities as voters.

Language Support(s)	The teacher will create a lesson word wall with voting-related words. Those words will be defined during the large-group reading of the supportive text, <i>Vote for our Future</i> . The teacher will also check for understanding of terms during the guided practice portion, while guiding students through a mock presidential election.
Essential Vocabulary	Election, vote, representative, tally, candidate, opponent, democrat, republican, independent, ballot, registration, poles, polling place.
LU SOE-SPECIFIC LESSON REQUIREMENTS	
Character Education	Students will be well-versed on the personal responsibility of participating in the voting process, and how this process contributes to a form of government where people's voices are valued. Students will be reminded through Biblical integration of the importance of these responsibilities. Deuteronomy 1:13: "Choose for your tribes wise, understanding, and experienced men, and I will appoint them as your heads" (English Standard Version Bible, 2008/2001).
Materials	• Electronic whiteboard/Smart Board • <i>Vote for Our Future</i> by Margaret McNamara • Index cards for word wall • Materials to conduct mock elections, including paper ballots, cardboard boxes for ballot boxes, short synopsis of candidate platforms, voter tally sheets
Technology Connection	Use the Smartboard to support the whole-group lesson, including tallying votes in real time during both the guided practice and independent practice portions of the lesson.
CONSIDER THE FOLLOWING QUESTION FOR THE NEXT SECTION OF THIS FORM: How will you support students to meet your goals? EXPLICITLY describe what you will do! List planned supports (instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus).	

Planned Supports	• Word wall, which will be provided in English and any second languages necessary • The age-appropriate book will be available to students, for review, and Google translate will be utilized if ESL students need translations. • Cooperative group learning, to ensure that all students are included in the learning process. • Electronic whiteboard usage for students who benefit from visual demonstrations • Manipulative resources that make elections become real to students, such as ballots, ballot boxes, mock voting booth/polling place
SUPPORTS: DIFFERENTIATION/EXTENSION How will you provide successful access to the key concepts to all the students at their ability levels?	
Exceptionalities (special needs [IEPs/504 plans], gifted and talented, accommodations, etc.)	For any students with visual impairments, materials on the classroom Smartboard/electronic whiteboard will be enlarged as necessary, and students will be free to move about the room to get as close as necessary to see clearly. Any students with a hearing impairment will be provided all communication in written form as well as spoken, and will be provided a personal copy of the classroom book. Students with IEPs/504 plans needed additional time to complete assignments will be given extra time on the assessment portion as needed, as well as sound-cancelling headphones to help focus during the assessment. Gifted/talented students will be encouraged to extend their learning by given independent assignments to research the current state government officials, including the senators, representatives for the area, and governor.
ELL	Key words/word wall words will be provided on the wall in both English and whatever other necessary languages for ELL students. The book will be available in its original text, as well as other necessary languages via Google translate.

Learning Styles/Student Engagement	Cooperative learning groups — students engage regularly in this lesson with other learners to enhance the learning process Visual Learners - Usage of the electronic whiteboard, the book as a resource, and the hands-on use of mock election materials Auditory Learners - The book will be read aloud, as well as the election planned with spoken directions Kinesthetic Learners - The election process itself is hands-on and interactive. Students are involved in every area of the process.
Extension	Students can extend their learning about voting and its importance by checking out this informative Kids Academy video as a whole group or at during learning center time: https://www.youtube.com/watch?v=VkHevlUAC0c
REFERENCES: RESOURCES Cite all sources used in the development of the lesson materials and resources, including URLs or other references.	

Council of Chief State School Officers. (2013, April). InTASC model core teaching standards and learning progressions for teachers 1.0. https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf.

English Standard Version Bible. (2008). Crossway. (2001).

Kid's Academy [Kid's Academy]. (2024, Sept. 17). *Election day 2024 explained for kids* [Video]. YouTube. <https://www.youtube.com/watch?v=VkHevlUAC0c>

McNamara, M. (2020). Vote for our future! (Player, M. Illus). Random House Studio.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.

(2013). <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-rev0617.pdf>

Virginia Department of Education. (2023). History and science standards of learning for Virginia public schools: Grade 3: <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/history-and-social-science/standards-of-learning-1276>

REFERENCES: RESEARCH TO SUPPORT INSTRUCTIONAL DESIGN

Cite all research used to support instructional design, including URLs or other references.

Chapin, J. (2013). Elementary social studies: A practical guide (8th ed.). Pearson.

Kagan, S. & Kagan, M. Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing, 2009.

[https://www.kaganonline.com/free_articles/research_and_rationale/330/The Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning](https://www.kaganonline.com/free_articles/research_and_rationale/330/The_Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning).

Orlich, D. C., Harder, R. J., Trevisan, M. S., Brown, A. H., & Miller, D. E. (11th ed.). (2018).

Teaching strategies: A guide to effective instruction. Cengage Learning.

Unit Plan: Lesson Plan Assignment - Differentiation

Mallory E. Bilger

School of Education, Liberty University

EDUC 307-D01: Instructional Practices for Differentiated Instruction

Prof. Lisa Lee

April 22, 2024

I. Subject and Grade Level: Writing, Grade 1
II. Topic: Legible print - Accurate letter formation III. Subtopic: The letter Tt
IV. STANDARDS A. Virginia Standard of Learning (SOL) - Writing: 1.12 - The student will print legibly a) Form letters accurately b) Space words within sentences c) Use the alphabetic code to write unknown words phonetically chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://vdoe.prod.govaccess.org/home/showdocument?id=34964&t=638054101804406115
V. Objective: Given both verbal instruction and visual clues, each student will be able to correctly identify the letter Tt's grapheme (its shape/appearance) and link it to its phoneme (its sound), as well as form both upper and lowercase Tt properly, using both learning manipulatives and in written form, with observable accuracy at least 4 out of 5 times.
VI. Materials: Book: The Tiger Who Came to Tea, by Judith Kerr — to read during the anticipatory set, to get students thinking about the letter Tt, looking for the letter Tt, and listening for the letter Tt sound Erasable, magnetic sentence strip — to demonstrate proper formation Dry erase marker — for teacher-lead demonstration on sentence strip Modeling clay for each student — so students can use to form the letter in their cooperative learning groups Pencils/markers/crayons and paper for each student — so students can practice and demonstrate mastery in forming the letter with a writing utensil Letter Tt sound identification and writing practice for independent practice
VII. Technology Connection: Students will be allowed to access their Chromebooks/tablets in the tech learning center later that day, and loaded will be the LetterSchool application for letter Tt, which will allow students to practice both formation and phonics.
VIII. Biblical/ Character Education Principle: God provided ways for us to communicate. He gave humans the ability to form language through spoken and written words, and because of that, we can learn to read (especially the Bible) and write. We can share with others about what God has done for them through reading God's word, telling others about it, and even writing to others about it! "Intelligent people are always ready to learn. Their ears are open for knowledge." Proverbs 18:15 (NLT — version used to help our youngest learners understand complex Biblical terminology)

IX. Procedures:

A. Anticipatory Set: The children will gather on the carpet to hear *The Tiger Who Came to Tea* by Judith Kerr. I will introduce/review the letter Tt sound, and write the letter on the board, so as children hear the story, they can listen for that letter sound at both the beginning and end of words. A student will indicate he or she heard the Tt sound by tapping his or her nose.

B. Developmental Activities:

- i. **Instruction:** Following the reading of *The Tiger Who Came to Tea*, I will gather the students around the whiteboard, where I will have an erasable magnetic sentence strip for demonstration:
- 1) I will first address the letter sound Tt, and show students how to make that sound correctly with tongue against the top teeth. We will all practice together.
 - 2) Then, I will teach the students how to correctly form both upper and lowercase Tts, reminding them that each letter has two forms, upper and lower case. I will remind the students that the writing strip, just like our paper, has a top, middle, and bottom. To correctly write uppercase T, we start at the top, straight line down and stop at the bottom line. Then we jump back up to the top line, and make a little line across. I will repeat this, and ask the students to air draw an uppercase T with their pointer finger.
 - 3) I will now teach students how to correctly form lower-case t. To correctly write lowercase t, we start at the top, straight line down and stop at the bottom, then jump to the middle line (emphasize middle) and make a little line across. I will note that lowercase t looks like a cross. I will repeat this, and ask the students to air draw a lowercase t with their pointer finger.
 - 4) I will now encourage students to use their investigating eyes to find something in the room that starts with the Tt sound, and turn and share it with a partner. Once every child has done so, each student will then have the opportunity to stand and share their words, where I will write them under the "Letter Tt Word List" on the white board.

ii.Guided Practice:

- 1) Students will return to their learning table groups, where pencils, crayons, and markers, as well as first-grade ruled paper are waiting for them. Each student will practice making upper and lowercase Tt on his or her paper, with varied writing utensils. Once students have taken 2-3 minutes to practice, they will share their finished work with their group/table mates. I will be moving about the room to kindly guide/correct students who might be struggling.
- 2) Once students have completed the writing portion, they may go to their learning bins and retrieve their clay, where they can practice making upper and lowercase Tt with the clay.

iii.Independent Practice:

Students will be instructed to put away clay and take out just a pencil from their pencil pouch. I will distribute the letter Tt sound identification and writing practice worksheet. Students will be instructed listen as I identify each picture. If it begins with the letter Tt sound, students should circle the picture. Then, students should slowly and neatly complete the letter Tt tracing portion, followed by independently writing both upper and lowercase Tts.

X. Closure:

I will collect the independent practice sheets while students put away their pencil pouches. Students will be directed to complete a cooperative learning strategy where each student will share a word that starts with the letter Tt, followed by tracing the letter Tt on the table with his/her index finger. Learning groups will signal they are finished by putting their heads on their tables.

XI. Summative Assessment/Evaluation:

During learning centers time, I will call each child to my station to complete a spoken and written evaluation regarding the letter Tt. First, students will be shown pictures of several letters, and must identify letter Tt correctly from those choices. Second, students will be shown pictures, most of which start with the letter Tt, but some that do not. Children will need to identify at least four out of five photos correctly in terms of whether that photo begins with the letter Tt sound or not. Students will also be provided with a prepared letter Tt tracing sheet, where students will demonstrate they can properly trace then write uppercase T and lowercase t at least four times.

PLAN FOR DIFFERENTIATION

Diversity:

This lesson is being prepared for a group of 20 students who, when at table groups, will be broken in 5 groups of 4, with mixed ability grouping. During carpet time, the class participates together, and the teaching assistant monitors any students who have needs or need loving redirection during that time. The group consists of students who are at varying learning levels, include one Japanese-speaking student and one Spanish-speaking student. The lesson includes learning opportunities that allow for students to have an integrated learning experience, including visual, auditory, and tactile experiences that allow for many different ways to experience the letter Tt in form, sound, and recognition. There are two students diagnosed with Attention-Deficit Hyperactivity Disorder, as well as student with relatively severe Autism Spectrum Disorder who joins our class in the mornings, but then goes out of the room for intensive services through the special education department. The student with ASD is accompanied by her assigned paraeducator from the special education department, and she is nonverbal, but can communicate with adaptive technologies, such as an iPad and/or Chromebook. Both of these technologies are available in the classroom for this student to use. Because the student with ASD struggles with sensory overload, she is allowed to enter and exit the circle as needed, and can also experience the lesson from her table sitting alone, if she prefers.

Differentiation:

The two English as a Second Language learners receive special pictorial aids during the lesson, as well as have access to a tech-based classroom translators on the iPad. Once the group lesson time is over, the two ESL students will have the opportunity to experience the letter Tt book in his/her native language at the reading center, where headphones are worn to minimize distraction from the rest of the classroom. These students also will receive additional one-on-one demonstration from the teacher and/or assistant during the guided and independent practice portions of the lesson, ensuring the students get a strong visual understanding of how to form the letter and make its sound. Assessments for these students will be given via the iPad technology, where they will receive the directions for demonstration mastery of Letter Tt formation and sound in their native languages.

The students with ADHD will be monitored for distraction, however, this lesson is tailored not only to the appropriate age, but also with wiggly students in mind. It changes course and direction every few minutes, allowing children with focus issues the freedom to move about and experience different learning materials. The children with ADHD will also be equipped

With exercise bands tied to the base of their chairs so they can have the satisfaction of bouncing their feet during the table work portion.

The ESL students, as well as those diagnosed with ADHD will be integrated normally into all classroom activities and learning communities. However, the student with severe Autism Spectrum Disorder diagnosis will be integrated to circle time with her paraeducator, but will be allowed a quiet workspace during group work time, as too many sensor exposures causes struggle. While pencil and paper will be made available to this student, due to her limited motor development, she will be allowed to utilize and be assessed using the clay only, as writing has not been mastered yet. However, it is important to me that the writing tools are made available to her to try, if she desires. She will also be given extra time during the guided and independent practice, if needed.

Interdisciplinary Instructional Planning Project

School of Education, Liberty University

Mallory Bilger

Author Note

I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Mallory Bilger.

Email: Mebilger@liberty.edu.

Table of Contents

Lesson Plan #1	8
Lesson Plan #2	20
Lesson Plan #3	29
Lesson Plan #4	37
Lesson Plan #5	47
Lesson Plan #6	57
Lesson Plan #7	66
Lesson Plan #8	75
Lesson Plan #9	84
Lesson Plan #10	88
Block-Style Lessons 11 – 20	93
Community Engagement Flyer.....	96

Redeemer Christian School	
Location: Evansville, Indiana	
School Population: 400 Elementary Students, grades K-6 This school is located in the moderately-sized city of Evansville, and serves a diverse group of students from throughout the city. Many of these students and their families have access to private Christian education because of the voucher program, which allows families to attend the school at around a 90 percent reduction of the original cost. This area serves a notable Haitian, Ukrainian, and Russian population, and there are students within the school who are eligible for and utilize Individualized Education Plans. The student-to-teacher ratio at the elementary level is 18 to 1.	
Mission Statement:	Redeemer Christian school will elevate the Lord in a way that all students, staff, families, and local community members hear that they are made in the image of the Lord, for His glory and good purposes. Students and the school community at large will be empowered to embrace a Biblical worldview in all aspects of life as we work to become confident, respectful, self-motivated independent learners that value the truth, goodness, and beauty exemplified in The Holy Bible.
Character Principles	
Christlikeness:	Students and staff at Redeemer Christian School will constantly be learning about the character of Christ as the highest example for emulation. While it is understood that a person cannot truly be a Christ follower without salvation by grace alone through faith alone, all students, Christian or not, can learn about and mimic the attitudes of Christ. Scripture that will guide this principle includes: Matthew 11:29: “Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls.” John 13:34-35: “A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another.” 1 Peter 2:21-23: “For to this you have been called, because Christ also suffered for you, leaving you an example, so that you might follow in his steps. He committed no sin, neither was deceit found in his mouth. When he was reviled, he did not revile in return; when he suffered, he did not threaten, but continued entrusting himself to him who judges justly.”

Respectful:

Students and staff at Redeemer Christian school will be required to respect the authority of administration and teachers, as well as hold classmates and colleagues in high regard, honoring one another by remembering that every person is made in the image of God, and has inherent worth for that reason alone. Students and staff will be active listeners, think before speaking, use wholesome speech, and will resolve conflict in a timely manner according to scripture, as issues arise. Scripture that will guide this principle includes:

Genesis 1:27: "So God created man in his own image, in the image of God he created him; male and female he created them."

John 13:34-35: "A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another."

Ephesians 4:29: "Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear."

Matthew 18:15-17 (This offers specific instructions for those who are Christians): If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses. If he refuses to listen to them, tell it to the church. And if he refuses to listen even to the church, let him be to you as a Gentile and a tax collector."

James 1:19: "Know this, my beloved brothers: let every person be quick to hear, slow to speak, slow to anger;"

Self-motivated learner:	Students and staff at Redeemer Christian School will learn and exemplify the traits of a self-motivated learner, who recognize that he or she will never reach a point where all knowledge has been acquired. Students and staff will foster a love for learning and promote healthy curiosity through questions, observations, discovery learning, and the study of logic. Scripture that will guide this principle includes: Colossians 3:23-24: Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.” 1 Corinthians 14:20: “Brothers, do not be children in your thinking. Be infants in evil, but in your thinking be mature.” Proverbs 9:10: The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight.”
Servanthood:	Students and staff at Redeemer Christian School will display characteristics of servant-minded individuals and will regularly participate in acts of service in the name of Jesus Christ. Service toward others will be a regular part of the curriculum, and students will be taught others before self, and humility. Scripture that will guide this principle includes: Romans 12:10: “Love one another with brotherly affection. Outdo one another in showing honor.” Galatians 5:13: “13 For you were called to freedom, brothers. Only do not use your freedom as an opportunity for the flesh, but through love serve one another.”

Honest:	Students and staff at Redeemer Christian School will be held to high standards of honesty and integrity. Whether this be in the classroom, on the sports field, in an after-school activity, or otherwise, students and staff will be expected to be truthful, and operate with integrity and high character. Scripture that will guide this principle includes: Proverbs 12:22: "Lying lips are an abomination to the Lord, but those who act faithfully are his delight." Proverbs 19:1: "Better is a poor person who walks in his integrity than one who is crooked in speech and is a fool." 2 Corinthians 8:21: "For we aim at what is honorable not only in the Lord's sight but also in the sight of man."
Forgiving:	Students and staff at Redeemer Christian School will be taught the Biblical importance of forgiveness, and will be held to a high standard of loving one's neighbor as oneself. Students and staff will required to approach the table for mediation when a conflict arises, and bullying, targeting, and hateful attitudes towards students or staff will not be tolerated. Scripture that will guide this principle includes: Matthew 6:15: "But if you do not forgive others their trespasses, neither will your Father forgive your trespasses." Colossians 3:13: "Bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive." 1 John 1:9: "If we confess our sins, he is faithful and just to forgive us our sins and to cleanse us from all unrighteousness."

Wise:	Students at staff at Redeemer Christian School will be required to learn the importance of displaying wisdom. Wisdom is recognizing that one might not possess all the knowledge he or she needs to make an informed decision about a topic, and, in humility, is willing to admit that and seek after additional knowledge. Wisdom will be displayed through wholesome speech and the demonstration of self-control in both action and reaction. Scripture that will guide this principle includes: James 3:17: "But the wisdom from above is first pure, then peaceable, gentle, open to reason, full of mercy and good fruits, impartial and sincere." James 1:5: "If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him."
Courageous:	Students and staff at Redeemer Christian School will be taught and expected to display Biblical courage. This will be demonstrated through doing what is right, even when the majority is not. This includes speaking up when an injustice occurs, defending the vulnerable, and speaking against foolish/unwholesome behavior and talk. Scripture that will guide this principle includes: Deuteronomy 31:6: "Be strong and courageous. Do not fear or be in dread of them, for it is the Lord your God who goes with you. He will not leave you or forsake you." 1 Corinthians 15:58: "58 Therefore, my beloved brothers, be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labor is not in vain."

Lesson Plan #1

PRELIMINARY INFORMATION - LESSON PLAN 1	
Subject: Interdisciplinary — Social Studies, English/ Language Arts	Grade Level: First
Unit Topic: I am Part of a Community / Community-mindedness	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ <i>Other (specify):</i> Students will participate in whole class and small groups for this lesson.
CONTENT STANDARDS	

Virginia Standards of Learning:	Virginia Standards of Learning History & Social Science: Skills: 1.1: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources. Civics: 1.13: The student will understand that the people of Virginia: b) make contributions to their communities; and c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles. Virginia Standards of Learning: Developing Skilled Readers and Building Reading Stamina: 1.DSR: The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain worthwhile knowledge and vocabulary. C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12). D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
--	---

Common Core State Standards:	Common Core State Standards Reading Standards for Informational Text K–5: Grade 1: 1: Ask and answer questions about key details in a text. 2: Identify the main topic and retell key details of a text. 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. 7: Use the illustrations and details in a text to describe its key ideas. 10: . With prompting and support, read informational texts appropriately complex for grade 1
LEARNING OBJECTIVE(S)	
Students will be able to orally define the word community and convey at least five services/elements they can find in their local community using a combinations of pictures, written words, and spoken words, with at least 80 percent accuracy.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	For this lesson, you will need: 1: A copy of the book, “Look Where We Live” by Scot Ritchie. 2: Access to an electronic whiteboard or computer connected to a classroom television. 3: Sentence strips and a permanent marker to add words to the unit word wall 4: Picture/word cards associated with communities, to include: busses, roads, hospitals, homes, libraries, schools, fire stations, churches, restaurants, groceries, government buildings, parks, sports complexes. You will need at least 24 cards total. Some repeating cards is acceptable. 5: 20 copies of the “My Community” worksheet for the independent practice portion of the lesson. 6: Internet access to YouTube, to show the closing video. 7. 20 copies of summative assessment.

Technology Integration <i>(if applicable):</i>	The teacher can utilize an electronic whiteboard to write the definitions, or to pull up the video featured in the closure of this lesson. If an electronic whiteboard is not available, the teacher could utilize a laptop connected to a classroom television to show the video. Also, the classroom will be equipped with iPads/Chromebooks and headphones loaded with resources to assist differentiation, such as Google translate.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Define, explain, review, draw, label. Students will use academic language to define community, as well as explain elements they find within their own communities. Students will explain what a community is, as well as describe elements of their community in which they live, visit, and play.
Language Supports:	There will be a unit word wall, which will be part of the entire unit. Words will be added each lesson. In this lesson, the teacher clearly defines community and reviews the word at different points of the lesson. Students also receive language supports during the reading portion of the lesson, in which the teacher stops and defines the essential vocabulary as it arises. As words arise, they will also be added to the word wall.
Essential Vocabulary:	Community, hospital, emergency services, business, restaurant, government, civic, resources, utilities, home, sports complexes
INSTRUCTION	

Direct Instruction/ Modeling:	1: This unit will start with students in large group on the carpet area of the classroom. The teacher will pose several anticipatory questions that will help students activate prior knowledge and prepare to jump into the lesson: - Where do you live? What is the name of your city or town? - Who else lives there with you? - When you go driving, or riding a bike, or walking through your city, what do you see? - Where do you like to go in your city or town? - Who might you see if you were walking around the city? 2: Say: Today, we are starting a unit called, “I am Part of a Community” and we are going to learn all about what it means to live in and be a part of a community. 3: The teacher will define the word community and write it on the board. Community will be defined as: “A place where people experience life together.” The teacher will write the word community on a sentence strip and add it to the new “Community” classroom word wall. This word wall will remain up for the duration of the unit. 4: Together, the class will read the book, “Look Where We Live” by Scot Ritchie. The teacher will stop after every set of pages and ask students to compare what they have read to the local Evansville community and surrounding areas (including, but not limited to, Boonville, Newburgh, etc.). 5: As the book progresses, the teacher will stop and define essential vocabulary words such as: Community, hospital, emergency services, business, restaurant, government, civic, resources, utilities, sports complexes. These will be added to the word wall.
--	--

Guided Practice:	1: The teacher will direct students back to their table groups for a cooperative learning experience. 2: Students will be instructed to do a “Quiz, Quiz, Trade” cooperative learning structure, in which each table group will receive a small stack of picture/word cards associated with communities. Each child will select a card, students will get 30 seconds to move about the room, then will have five seconds to choose a partner. Each child will quiz the other about their card, asking to give an example of what is featured on the card in their local community. Card pictures will include busses, roads, hospitals, homes, libraries, schools, fire stations, churches, restaurants, groceries, government buildings, parks, sports complexes, and others. The children will ask one another: “Can you think of and share a place in our community where you might find this?” If the student cannot think of an example or needs help, the other student can help coach him or her toward a correct answer. 3: When both students have quizzed, the students will return to their table groups with the cards, mix up the cards, and select new ones. The structure will start again, and should be conducted for three more rounds. 4: The teacher will be moving about the room the entire time to ensure students are giving correct answers, participating properly, and to help clarify if there is any confusion/questions. 4: Students should be instructed to return to their seats and review the definition of community with their shoulder partners. The teacher will first remind students of the definition, which is: “A place where people live together.” Each student should take a turn telling their shoulder partner the definition of the word community.
-------------------------	---

Independent Practice:	1: Students will now return to their seats and get out their writing/drawing supplies. 2: The teacher will pass out the “My Community” worksheet and instruct the students to put their names on their papers. 3: Students will then be instructed to draw and label (one to two words) each element of the community. The categories include: My home, my school, where I eat, where I shop, my teams/friends. Remind students that these need to be real people/places found in their communities. 4: Students will be encouraged to utilize the word wall, as well as sound out words to their best of their abilities. Students should be encouraged to include detail in their pictures, such as signs, or special characteristics of the buildings. 5: Upon completion, the teacher will allow each student about one minute each to share their drawings/words describing their community with their table groups. 6: The teacher will then collect the finished papers and display them at child-level in the classroom.
Closure:	The teacher will remind students of the definition of the word community, and will show the following video: “What is a Community?” https://www.youtube.com/watch?v=zeM5ewySceQ
DIFFERENTIATION	

Supporting Students with Special Needs:	1: For English Language Learners, the book, and all written instructions on worksheets will be provided in the student's native language via technology such as iPad or Chromebook. Subtitles will also be provided on the video in the necessary languages. 2. Students with ADHD or other focus issues will likely not need a lot of extra supports in this lesson, as it is designed to switch gears often, from carpet, to tables, to moving about during cooperative learning, returning to tables for the independent practice. Students who might need additional supports for focus will be allowed to utilize sound-cancelling headphones, and will also have the option of going to a quiet zone in the classroom to complete assignments. 3. Students who are below grade level in reading and writing proficiency will be offered additional supports during the lesson, including, but not limited to, additional explanations of concepts and words on the word wall, and reading support with any written directions on the assignments.
Strategies to Challenge Above-Average Learners:	Above-average learners will be encouraged to write multi-word sentences as part of the independent practice activity. These students will also have access to additional reading materials regarding communities that are at or above grade level to utilize after assignments are completed. The above-average learners will also be paired with students who need additional supports, to offer peer-to-peer tutoring.
Facilitating a Classroom Environment that Supports Student Learning:	This lesson is multi-modal in its approach, and recognizes the students' need to move, and learn in different ways. Students begin the lesson on the carpet as a large group, then transfer to tables, where they participate in several rounds of cooperative learning strategies, which allow them movement around the classroom. Students then return to their table groups for quiet independent practice, but get to share their work at the end of the activity. Students then get to finish the lesson with an engaging video to reiterate what they have learned. Learners of diverse backgrounds and ability levels have an opportunity to demonstrate their knowledge in many ways during this lesson, including verbally, through writing, in cooperative learning groups, and in an activity that allows students to share their own personal experiences with community.

Extension:	This lesson will be extended at the literacy center during learning center time. During this time, students circulate through centers that each have a connection to something that is being taught in the classroom during that period of time. In the literacy center, there will be a selection of books that feature information about communities, and the various types of communities of which students may be a part.
Culturally Responsive Teaching:	This lesson is culturally response as the book and video selected show students of different backgrounds, races, and experiences. The Independent practice of this lesson allows students to share their own personal experiences as the member of a community, while demonstrating the knowledge that has been learned as part of the lesson. This lesson can also be easily Biblically integrated in way that reminds students that everyone was created in the image of God, with inherent worth, and we all have important contributions to make to our community. Cooperative learning strategies remind students that all voices in the classroom matter.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	The diagnostic/pre-assessment portion of this lesson occurs in the direct modeling of the lesson, and will go as follows: This unit will start with students in large group on the carpet area of the classroom. The teacher will pose several anticipatory questions that will help students activate prior knowledge and prepare to jump into the lesson: - Where do you live? What is the name of your city or town? - Who else lives there with you? - When you go driving, or riding a bike, or walking through your city, what do you see? - Where do you like to go in your city or town? - Who might you see if you were walking around the city?
Formative Assessments/Feedback to Learners:	Formative assessment happens during several parts of this lesson, including during the “Quiz, quiz, trade” portion of the lesson, as well as the partner quizzing during the guided practice. The teacher will be moving about the room during both of these portions, offering feedback.

Summative Assessment:	The summative assessment for this lesson will occur after the lesson's completion, during the learning center portion of the day, when students are moving about to different learning centers. The teacher will call students one to two at a time to complete a summative assessment where they will orally define the word community and convey at least five services/elements they can find in their local community using a combinations of pictures, written words, and spoken words.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. <i>British Journal of Educational Psychology</i>, 90(3), 736-752. https://doi.org/10.1111/bjep.12328. Kagan, S. & Kagan, M. Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing, 2009. https://www.kaganonline.com/free_articles/research_and_rationale/330/The Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning. Orlich, D. C., Harder, R. J., Trevisan, M. S., Brown, A. H., & Miller, D. E. (11th ed.). (2018). Teaching strategies: A guide to effective instruction. Cengage Learning. Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. <i>Jurnal Ilmiah Pendidikan Dasar</i>, 11(1), 18-31. https://doi.org/10.30659/pendas.11.1.18-31 Tanase, M. F. (2021). Culturally Responsive Teaching in Urban Secondary Schools. <i>Education and Urban Society</i>, 54(4), 363-388. https://doi.org/10.1177/00131245211026689 (Original work published 2022).	

Lesson Plan #2

PRELIMINARY INFORMATION	
Subject: Social Studies, Arts, Reading	Grade Level: 1
Unit Topic: I Am Part of a Community/Community Mindedness	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ Other (specify): Activities will be both whole-class and small group.
CONTENT STANDARDS	
Virginia Standards of Learning:	Virginia Standards of Learning History & Social Science: Skills: 1.1: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources. Virginia Standards of Learning: Developing Skilled Readers and Building Reading Stamina: 1.DSR: The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain worthwhile knowledge and vocabulary. D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
Common Core State Standards:	Common Core State Standards Reading Standards for Informational Text K–5: Grade 1: 7: Use the illustrations and details in a text to describe its key ideas. 10: . With prompting and support, read informational texts appropriately complex for grade 1.

LEARNING OBJECTIVE(S)	
Students will demonstrate knowledge about the importance of community and classroom rules/laws by:	
1: Using the illustrations/photos and details in the book, “What Are Rules and Laws?”, students will describe at least 5 key details about rules and laws with 80 percent accuracy.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	- Electronic whiteboard - Sentence strips and a permanent marker for word wall vocabulary - A copy of the book “What are Rules and Laws” written by Jennifer Boothroyd - A large flip chart - iPad or Chromebook to help support English Language Learners - A Bible for the lesson extension
Technology Integration <i>(if applicable):</i>	This lesson integrates technology usage by utilizing an electronic whiteboard, as well as relies upon iPad/Chromebook technology to assist students who need supports, such as ELL who need translation services.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Demonstrate, identify, collaborate, create, describe, match Students will demonstrate their knowledge about community and classroom rules/laws by identifying basic laws in various scenarios; collaborating with classmates to create ideas for classroom rules; describing 5 key details from the key text “What are Rules and Laws?”; and by matching key lesson vocabulary words from the text with the correct usage in a sentence.
Language Supports:	There will be a unit word wall, which will be part of the entire unit. Words will be added each lesson. In this lesson, the teacher clearly defines the essential vocabulary and reviews the words at different points of the lesson. Students also receive language supports during the reading portion of the lesson, in which the teacher stops and defines the essential vocabulary as it arises. As the lessons build, the new essential vocabulary is added to the word wall during each lesson. English Language Learners will have access to Google translate, as well as access to a copy of the book (electronic) in their native language.
Essential Vocabulary:	Rules, neighborhood, protect, solve, government, laws, state, country, broke, consequence, police, fine
INSTRUCTION	

Direct Instruction/ Modeling:	1: The teacher will begin the lesson by reviewing what students have previously learned about communities in the introductory lesson, asking students to turn to their shoulder partners and define the word community. The definition used in this lesson series is: “A place where people experience life together.” 2: The teacher will hook students’ attention by asking the following questions, followed by a continuous Round-Robin cooperative learning strategy, to be carried out at the table groups. Students will have 3 minutes to complete the activity, with 30 seconds of think time to start. It does not matter which student begins, and every student should participate, and can participate more than once: - What kinds of rules do you have at your home? Please take turns sharing those one at a time with your table group until the teacher calls time. 3: The teacher will gather the students at the carpet for a discussion about rules and laws. The teacher will pose the question, and will take turns allowing students to come to the front of the carpet to share responses. The question is: Why do you think we need rules and laws? 4: The teacher will say: “Today, we are going to learn why communities need rules and laws to keep order and to create safe spaces. We need rules to help guide the different communities we are a part of, such as our classroom, our homes, our cities/towns, our clubs, our sports teams, our churches/places of worship, and others. We are going to read the book, “What are Rules and Laws” written by Jennifer Boothroyd, and learn why rules and laws help keep our communities running smoothly. Then, together, we will create some rules for our own classroom.” 5: Read “What are Rules and Laws?” Stopping to discuss and define the essential vocabulary. Upon stopping, write each vocabulary word on a sentence strip and add it to the unit word wall. The essential vocabulary include: Rules, neighborhood, protect, solve, government, laws, state, country, broke, consequence, police, fine.
--	--

Guided Practice:	1: Tell students: We are now going to read the book again, without stopping. 2: At the end of the reading, say: “Now we are are going to do the cooperative learning strategy, “Stand Up, Hand Up, Pair Up”, where you will partner up three separate times and, each time, you will share a key detail you learned about rules and laws with your partner. Each partner will share, and you cannot say the same detail your partner says. 3: During the strategy, the teacher will be moving around the room, actively listening and gently correcting students if they share inaccurate or incomplete information. Also, the teacher will be available to assist if a student is confused, cannot find a partner, or has an additional special need. 4: The teacher will then direct students to return to their seats, and will help students determine examples of good, helpful laws vs. those that are not helpful, and could be hurtful to community members. For example: - A helpful law: Do not throw trash onto the ground or alongside the roadway. - A hurtful law: Every community must cut down all of its trees. The teacher will give several examples of good vs. bad ideas for laws on the electronic whiteboard.
Independent Practice:	Students will now be instructed to collaborate with their classmates to create a list of rules that will be fitting for the classroom community. 1: In their table groups, students will take 4 to 5 minutes of think time to come up with at least two ideas that could be used in creating a list of classroom rules. Upon the completion of the think time period, students will go around the table and share their ideas. 2: Once all of the students have shared their ideas, the teacher will direct students to discuss with their table groups a total of two rules they all agree upon that can be made as the group’s contributions to the classroom rule list. 3: The table group will select a leader to share the two rules. In this portion of the lesson, the teacher will only be utilized as the scribe, or to intervene if an inappropriate rule is suggested. As each group leader presents the group’s two rules, the teacher will write them on a large flip chart.
Closure:	The teacher will then read the 8 to 10 classroom rules devised by the class. Any repeated rules will be consolidated into one rule. The teacher will give final approval of the rules, and they will be hung in central location. These rules, like laws, will be utilized to guide the classroom community. The teacher will also take a moment to review the “community vocabulary” on the word wall.
DIFFERENTIATION	

Supporting Students with Special Needs:	1: Students who are English Language Learners will be provided with an electronic copy of “What are Rules and Laws” in their native language. These students will be allowed to read the book in their native language following the group reading. 2: Students who have focus issues/ADHD will be allowed to utilize a quiet space or noise-cancelling headphones when brainstorming rules, but will rejoin the group to contribute. 3. Students who are below grade level in reading and writing proficiency will be offered additional supports during the lesson, including, but not limited to, additional explanations of concepts and words on the word wall, and reading support with any written directions on the assignments.
Strategies to Challenge Above-Average Learners:	Above-average learners will be challenged to devise their own sets of written classroom rules, with the understanding that their list might not be classroom’s agreed upon final set of rules. The above-average learners will also be paired with students who are below grade level in reading and writing proficiency to assist during the rule brainstorming process. The learning groups will be devised of two students who are at or above grade level, and with two students who are at or below grade level proficiency.
Facilitating a Classroom Environment that Supports Student Learning:	This lesson incorporates cooperative learning strategies, especially during the rule-planning phase. The learning groups are heterogenous, and will provide many opportunities for peer-to-peer tutoring/instruction. The teacher is readily available during the guided practice portion, ready to provide help to students who are confused about what a rule/law is, and to help guide regarding rules that make sense vs. those that do not. This lesson strongly supports student learning because it actively puts into practice the concept learned about — rules and laws, and how they are necessary to keep order in a community. Students are able to quickly apply the knowledge they have learned, and see how rules and laws affect real people in real communities. The students will see this first-hand, as the classroom rules are being integrated and will be enforced in the classroom by the teacher.
Extension:	Because we are in a Christian school setting, the lesson extension will Biblically integrate this lesson in a way that emphasizes how God created the world with rules and order, according to His perfect plan.

Culturally Responsive Teaching:	This lesson is culturally responsive because, despite a student's background, culture, or socioeconomic status, each student learns that he or she has important contributions to make in the rule/lawmaking process. Just as local, state, and national laws are made with the help of constituent input, the classroom rule process helps every student understand they have an important contribution to make to the communities in which they live and go to school. Also, all students learn that despite background, laws and rules apply to all members of a community. There should not be exceptions if rules and laws are being applied in a fair manner.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	The diagnostic/pre-assessment portion of this lesson will happen at the beginning of the guided practice. The teacher will begin the lesson by reviewing what students have previously learned about communities in the introductory lesson, asking students to turn to their shoulder partners and define the word community. The definition used in this lesson series is: "A place where people experience life together." The teacher will hook students' attention by asking the following questions, followed by a continuous Round-Robin cooperative learning strategy, to be carried out at the table groups. Students will have 3 minutes to complete the activity, with 30 seconds of think time to start. It does not matter which student begins, and every student should participate, and can participate more than once: - What kinds of rules do you have at your home? Please take turns sharing those one at a time with your table group until the teacher calls time. This question will gauge a student's depth of understanding about the topic.
Formative Assessments/ Feedback to Learners:	The formative portion of this lesson will happen during the guided practice, during which students will utilize the cooperative learning strategy, "Stand Up, Hand Up, Pair Up", where you will partner up three separate times and, each time, you will share a key detail you learned about rules and laws with your partner. During this time, the teacher will be moving about the room, listening for details and helping correct students and gauge understanding on the topic.

Summative Assessment:	The summative assessment for this lesson will occur after the lesson's completion, during the learning center portion of the day, when students are moving about to different learning centers. During this time, the teacher will meet briefly with each student and test the students on identifying basic laws in 8 verbal scenarios. Students will be asked if the law makes sense and would be safe/good for the community. Students in the small groups will also be provided with a short written assessment, in which they will use the illustrations/photos and details in the book, "What Are Rules and Laws?", to describe at least 5 key details about rules and laws with 80 percent accuracy. Students will be allowed to use a mixture of pictures and word responses in each question. At the end of the week, during reading/literacy time, students will be given a verbal exam in which they will be asked to correctly use the 12 key vocabulary words from the lesson in a sentence in at least 10 out of 12 scenarios. Students who are English Language Learners will be allowed to answer in native language, if necessary, and will be given additional time to complete the task.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	

- Dittmann, L., Schimke, B., Schuchart, C., & Bühler-Niederberger, D. (2025). Pupils' knowledge of rules and its influence on rule-breaking behaviour in the classroom – A mixed methods study. *Teaching and Teacher Education*, 159, 105000. <https://doi.org/10.1016/j.tate.2025.105000>
- Endres, T., Lovell, O., Morkunas, D., Rieß, W., & Renkl, A. (2023). Can prior knowledge increase task complexity? – cases in which higher prior knowledge leads to higher intrinsic cognitive load. *British Journal of Educational Psychology*, 93(S2), 305-317. <https://doi.org/10.1111/bjep.12563>
- Finanti, E. D., & Marzuki, M. (2023). Cooperative learning strategies in citizenship education subject in elementary schools during the pandemic covid-19. *Jurnal Ilmu Pendidikan* (Jakarta), 27(1), 34-40. <https://doi.org/10.17977/um048v27i1p34-40>.
- Ialuna, F., Civitillo, S., Schachner, M. K., & Jugert, P. (2024). Culturally responsive teaching self-efficacy and cultural diversity climate are positively associated with the academic and psychological adjustment of immigrant and nonimmigrant students. *Cultural Diversity & Ethnic Minority Psychology*, <https://doi.org/10.1037/cdp0000697>
- Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 18-31. <https://doi.org/10.30659/pendas.11.1.18-31>

Lesson Plan #3

PRELIMINARY INFORMATION	
Subject: Math/health	Grade Level: 1
Unit Topic: I Am Part of a Community/Community Mindedness	Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐ Other (specify): Click or tap here to enter text.
CONTENT STANDARDS	
Virginia Standards of Learning:	Virginia Standards of Learning Measurement and Geometry: 1.MG.2: The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles), and compose larger plane figures by combining simple plane figures. Students will demonstrate the following Knowledge and Skills: D: Identify, name, and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning. Virginia Standards of Learning Essential Health Concepts: 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health: Safety/Injury Prevention: H: Identify safety rules and guidelines for bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.
Common Core State Standards:	Common Core State Standards Mathematics Grade 1, Geometry: Reason with shapes and their attributes. CCSS.MATH.CONTENT.1.G.A.1:Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
LEARNING OBJECTIVE(S)	
Students will be able to correctly identify shapes and define the meanings of basic signs found in a community along highways and in pedestrian areas in at least 8 out of 10 scenarios.	

RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	1: Electronic whiteboard or classroom TV connected to a laptop or computer 2: Classroom Chromebooks or tablets 3: Basic shape magnets for demonstration — circle, triangle, rectangle, octagon, square/diamond 4: Short letter/email to inform families of field trip and invite them to join along. 5: 20 copies of the independent assessment 6: 20 pairs of student scissors 7: 20 glue sticks for assessments
Technology Integration <i>(if applicable):</i>	The introductory video about signs will be viewed by the whole class either on the electronic whiteboard or on the classroom television. Students will utilize the classroom Chromebooks or tablets to complete the closure game.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Identify, define Students will be able to correctly identify shapes and define the meanings of basic signs found in a community along highways and in pedestrian areas.
Language Supports:	This lesson includes a check for prior knowledge regarding community signs that will help inform how the teacher offers support as the lesson progresses. The teacher will clearly define the shapes and attributes of common community signs during the introduction, and will review these elements during the class walking field trip. English Language Learners will have access to Google translate, as well as access to a Chromebook with subtitles to watch the video about community signs. Language supports will also be available during the assessment, if needed.
Essential Vocabulary:	Circle, square, diamond, rectangle, octagon, caution, yield
INSTRUCTION	

Direct Instruction/ Modeling:	1: The teacher will address the students and say the following: “Today, we are going to be learning about how shapes are used all around our community to communicate messages about safety and rules. The color, shape, and words on signs help show us how to be safe and aware in our communities. Almost all communities have signs along roads and in public areas to communicate with the people who live there.” 2: The teacher will ask the following questions the check for prior knowledge and understanding: - What kind of signs do you see on your way to school? - What colors and shapes are they? - What might they mean? - What are some places in the community where you might see signs? 3: The teacher will show the following video about signs in the community: https://www.youtube.com/watch?v=M8KINneB9Hw 4: The teacher will review shapes of common signs and their attributes: - Square or diamond signs have four sides all the same length. Some square signs you might see include “Do Not Enter” signs, or signs that alert you of a hazard. - Round signs often show a railroad crossing - Rectangle signs have two long sides and two short sides, and generally tell you something important like road closed, or stop here when the light is flashing. - Octagon signs have eight equal sides, and this shape indicates stop. Stop signs are red. - Triangle signs usually have three sides, all the same. Not all triangles have three sides all the same length, but triangle signs along the road will have three sides all the same. A triangle road sign means yield, or slow down and allow another car or bicycle to go before you.
--	--

Guided Practice:	1: This portion of the lesson will include a short walking field trip. The teacher should communicate to the parents and guardians prior to the trip, to inform them and remind that students need to wear comfortable walking shoes. Permission from administration also is needed prior to the trip. Parents and guardians are invited to join the class for this trip. The trip route should be carefully planned out by the teacher prior to the trip, and should include the signs/shapes covered in the lesson. 2: The teacher will take the students on a short walking field trip around the neighborhood. Students will be looking for signs and will attempt to read them, with teacher/adult help. During the trip, the teacher will say: “Students, I want you to look for signs you might have seen in our video today, or in the shapes we have discussed. Remember to look for circles, rectangles, triangles, squares/ diamonds, and octagons. When you see a sign, try to remember what that sign means. If we approach a sign we have never seen before, we will talk about its meaning.” 3: While on the walk, the teacher will reiterate how signs are used to indicate potential dangers, give directions, and give information about what to do and where to go. Remind students that, without these signs, communities would not be as safe. 4: Retrace your steps on the route for review. Challenge students to turn to their closest partner and tell that student what each sign means, its color, and its shape. 5: Return to the school grounds. Thank parents/guardians for coming along, and challenge them to discuss this issue further with their children at home and when out in the community, looking for additional signs while driving, walking, and/or biking.
Independent Practice:	Upon returning, students will complete a 10-question independent assessment, where the teacher describes each sign’s shape, color, and meaning, and the students must select the correct sign from the description. Students will each be supplied with a sheet of signs that he or she must cut out and glue in the correct space based upon the teacher’s description.

Closure:	Students will each work with their shoulder partner on a classroom Chromebook to complete a game about community signs and their meanings. The game can be found here: https://wordwall.net/resource/8891106/workplace-readiness/community-safety-signs Remind students that this game includes signs they may have not seen in the book or on the walk, and that is ok! It is to extend the learning process. Students can play the game multiple times as time allows.
DIFFERENTIATION	
Supporting Students with Special Needs:	English Language Learners will be provided a Chromebook with pre-loaded subtitles in the correct language during the classroom video about community signs. The trip includes a second trip around to explain and view the signs, which will help ELL students, as well as students who may not be at grade-level proficiency. Also, the act of providing visuals in their correct context will help students who struggle with conceptualization. Students who are potential flight risks during the walking field trip will be assigned to an adult during the entire trip, and a paraeducator will be secured for the trip if no regular assistant is assigned to the class.
Strategies to Challenge Above-Average Learners:	Above average learners in the class will be challenged to spot signs that are different shapes than those discussed during the lesson. Upon returning and after the assessment is complete, these students will be encouraged to draw as many signs as they can remember, as well as identify the signs and their meanings.
Facilitating a Classroom Environment that Supports Student Learning:	This particular lesson supports student learning by providing hands-on experiences that help students understand that learning about the shapes and meanings of signs helps better prepare them for living life in the real world. Real-world connection promotes motivation, according to research. When students feel personally connected to their learning, it fuels natural curiosity and enhances the learning process. Also, inviting parents/guardians into the classroom for this field trip helps students understand that their families and home lives are an important part of the learning process.

Extension:	The extension for this lesson is provided in the closing, where students pair with their table partner and play the sign game. This game extends the learning process, as there are signs that were not directly discussed during the direct instruction portion of the lesson.
Culturally Responsive Teaching:	This lesson helps students make connections between their own communities and how they can understand how the community functions. This lesson is culturally responsive in that invites the family/home support unit in to be part of the community walking field trip. As part of the lesson opener, students are encouraged to share what signs they might see when driving, walking, or biking in their own communities. Students understand that their experience is an important part of learning about community signs.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	This will happen during the opener of the lesson, when the teacher poses the following questions to check for experience and prior understanding: - What kind of signs do you see on your way to school? - What colors and shapes are they? - What might they mean? - What are some places in the community where you might see signs?
Formative Assessments/Feedback to Learners:	The formative assessment portion will happen during the walking field trip when students retrace their steps on the route. During this portion of the lesson, students will turn to their closest partner and tell that student what each sign means, its color, and its shape.
Summative Assessment:	The summative assessment for this lesson will happen during the independent practice portion of the lesson. Upon returning, students will complete a 10-question independent assessment, where the teacher describes each sign's shape, color, and meaning, and the students must select the correct sign from the description. Students will each be supplied with a sheet of signs that he or she must cut out and glue in the correct space based upon the teacher's description.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	

- Martella, A. M., Klahr, D., & Li, W. (2020). The relative effectiveness of different active learning implementations in teaching elementary school students how to design simple experiments. *Journal of Educational Psychology*, 112(8), 1582-1596. <https://doi.org/10.1037/edu0000449>.
- Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). The impact of family involvement on students' social-emotional development: The mediational role of school engagement. *European Journal of Psychology of Education*, 39(4), 4297-4327. <https://doi.org/10.1007/s10212-024-00862-1>.
- Orlich, D. C., Harder, R. J., Trevisan, M. S., Brown, A. H., & Miller, D. E. (11th ed.). (2018). *Teaching strategies: A guide to effective instruction*. Cengage Learning.
- Sager, M. T., Sherard, M. K., Walkington, C., Milton, S., & Petrosino, A. J. (2024). Seeing mathematics together: A comparative case study of youths and facilitators collaborating to learn mathematics in informal settings. *The Journal of Mathematical Behavior*, 75, 101171. <https://doi.org/10.1016/j.jmathb.2024.101171>
- Tanase, M. F. (2021). Culturally Responsive Teaching in Urban Secondary Schools. *Education and Urban Society*, 54(4), 363-388. <https://doi.org/10.1177/00131245211026689>
(Original work published 2022).

Lesson Plan #4

PRELIMINARY INFORMATION	
Subject: Civics and reading	Grade Level: 1
Unit Topic: I Am Part of a Community/Community Mindedness	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ Other (specify): A combination of both whole class and small group learning
CONTENT STANDARDS	
Virginia Standards of Learning:	Virginia Standards of Learning Civics: 1.13: The student will understand that the people of Virginia (in this case, Evansville, Indiana): b) make contributions to their communities; and c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles. Virginia Standards of Learning: Developing Skilled Readers and Building Reading Stamina: 1.DSR: The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain worthwhile knowledge and vocabulary. D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

Common Core State Standards:	Common Core State Standards Reading Standards for Informational Text K–5: Grade 1: 1: Ask and answer questions about key details in a text. 2: Identify the main topic and retell key details of a text. 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. 7: Use the illustrations and details in a text to describe its key ideas.
LEARNING OBJECTIVE(S)	
Upon learning about diverse Indiana communities through books and videos, students will be able to identify and share at least two facts about three diverse communities from Indiana with 100 percent accuracy. (Amish, Native Americans, Farmers)	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	1: Electronic whiteboard or classroom TV connected to a laptop or computer 2: A copy of the book, “H is for Hoosier” by Cynthia Furlong Reynolds 3: Sentence strips and a permanent marker for adding word wall vocabulary 4: 20 copies of the booklet that features age-appropriate vocabulary and information about the Amish, Native Americans, and Famers in Indiana. 5: An iPad or Chromebook loaded with Google translate for English Language Learners
Technology Integration <i>(if applicable):</i>	The teacher will utilize an electronic whiteboard for the audio reading of “H is for Hoosier” and English Language Learners will have access to an iPad or Chromebook for reading support.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Identify, share Students will use what they have learned in this lesson about diverse Indiana communities by identifying two facts about the three discussed communities — the Amish, Native Americans, and Farmers.

Language Supports:	The teacher will check for prior vocabulary knowledge and understanding at the beginning of the lesson. Because student knowledge of this particular lesson is likely to be low, the teacher will take extra time defining, explaining, and reviewing applicable terms and academic vocabulary. Students are provided language supports through the usage of the unit word wall. The teacher clearly defines and explains each word and adds it to the wall for students to references at different times throughout the unit.
Essential Vocabulary:	Hoosier, diverse, Amish, Native American, Farmer
INSTRUCTION	

Direct Instruction/ Modeling:	1: Students will join the teacher on the carpet to learn more about communities, in particular, the state of Indiana. The teacher will say: “Evansville, Indiana, where our school is located, makes up one of the hundreds of communities in Indiana. When we look at the history of our state, we see that the Amish, Native Americans, and the Farmers all play an important role in contributing to our local and state communities. It is important to learn a lot about different people who have contributed to our communities.” 2: The teacher will ask: - Have you ever heard of the Amish? If so, what do you know about them? - What do you know about Native Americans? - What do you know about farmers? Have you seen farmers here locally? 3: Say: “Today, we are going to learn about different communities of people who make Indiana what it is today. We are going to read a book that tells a lot about the state of Indiana, and I want you to listen very closely for the portions about the Amish, farmers, and Native Americans.” 4: Play the audio reading of “H is for Hoosier” at this link: https://www.youtube.com/watch?v=wPrYzcpsU64 5: Discuss that there are some important vocabulary words we need to add to our word wall. Go over each definition with the student as you write the word on the sentence strip. Add the words to the unit wall, one by one: - Diverse: Many different people from different backgrounds - Hoosier: A person from the state of Indiana - Amish: A group of people known as Mennonites, who live a special kind of lifestyle based on their beliefs. They are located throughout Indiana. - Native American: People who lived in America before explorers came. - Farmers: People who grow plants and raise animals that help feed others.
--	--

Guided Practice:	1: Students will return to their table groups and prepare for a “Think, Pair, Share” cooperative learning strategy. 2: The teacher will review the information from the book, with particular emphasis on the Amish, Native Americans, and Farmers. The teacher will utilize a map and help students understand where famers are locally, and where Amish populations live in Indiana. The teacher will also point out that, according to the Indiana Department of Natural Resources, “Several prominent Native American nations lived in the Indiana region in the 1800s. The largest were the Miami, Shawnee, and Illinois. Refugees from other nations also resided in the area, including the Lenape (Delaware). Indiana was home to several bands of Miami, including Wea and Piankashaw. All of Indiana was within Miami territory, with most of its towns in the northern portion of what became the state’s boundaries.” 3: The teacher will remind students that there are Native Americans, famers, and Amish right within or near the city limits of Evansville. These people add to the diverse community of Evansville. 4: The teacher will instruct students that during the “Think, Pair, Share” they will find a partner and share a fact about either Amish people, Native Americans in Indiana, or about farmers. Students will have 30 seconds of think time to prepare for, “Think, Pair, Share,” and then they will move about the classroom for 30 seconds. After that time is over, the student will pair, and share their fact. 5: You will continue this cooperative learning series for a total of four times.
-------------------------	--

Independent Practice:	Students will receive a booklet featuring pictures and age-appropriate sentences about the three featured diverse community populations: Amish, famers, and Native Americans. The students will take turns partner reading the simple text with their face partners, and will color the pictures. As students complete their partner reading exercise, the students will approach the teacher, one-on-one, and will share at least two pertinent facts from the lesson about each of the populations. Because there will be some down time during the independent practice portion, students will be allowed to make a selection of a book from the classroom library, which features books about communities and local community figures.
Closure:	The teacher will review information regarding the three diverse groups of people: The Amish, Native Americans, and Farmers. The teacher will challenge students to go home and discuss these three groups of people with their families, and see if they have any of these three groups in their families or friend groups. Students will be reminded that these three groups in no way represent all the people in Indiana, but they represent groups that make important contributions to the state as a whole.
DIFFERENTIATION	
Supporting Students with Special Needs:	English Language Learners will be provided a translation of the H is for Hoosier through Google translate. This will be prepared ahead of time. Students who are at or below grade level proficiency in reading and language will be partnered with students who are above grade level for the partner reading, and will be given time to complete the verbal assessment with the teacher. Students who struggle to focus/have ADHD and appear to be struggling to stay in their seats during the independent practice portion of the lesson will be given the option to go to the reading center and choose alternative seating. However, students will be closely monitored for on-task behavior.

Strategies to Challenge Above-Average Learners:	Above-average learners will be given the option to write out their answers about the three diverse groups for the independent practice portion of the lesson. These students will also be given access to texts about these people groups that are above grade level.
Facilitating a Classroom Environment that Supports Student Learning:	This lesson supports student learning because it not only gives students an opportunity to learn about diverse people groups in their own communities, but it encourages them to continue the conversation with those at home. Students who have special needs are given options such as additional time to answer the independent practice questions, and peer-to-peer tutoring is utilized to help pair above-grade level learners with below-grade level learners. Alternative seating is provided for students who struggle to focus or need additional movement when investigating books/texts about diverse people groups in the community.
Extension:	Students will be challenged to go home or visit a local library and research another diverse people group from the area of Evansville, Indiana. While this activity is not for a grade, students who complete the assignment will be given an opportunity to share during morning meeting.
Culturally Responsive Teaching:	This entire lesson embodies culturally responsive teaching, as it helps teach students that communities are made up of diverse groups of people who come from different backgrounds, cultural experiences, and belief systems. The teacher will also respond by giving ample time for students who wish to share their prior knowledge about these groups, and will be committed to clearing up misconceptions or inaccuracies about these people groups during the classroom discussions.
ASSESSMENT	

Diagnostic/Pre-Assessment(s):	This assessment will happen during the lesson's introduction. : The teacher will ask: - Have you ever heard of the Amish? If so, what do you know about them? - What do you know about Native Americans? - What do you know about farmers? Have you seen farmers here locally? This will help the teacher gauge prior knowledge and current understanding before proceeding into the main details of the lesson.
Formative Assessments/Feedback to Learners:	The formative assessment portion of this lesson will be during the guided practice, when students participate in the "Think, Pair, Share" portion of the lesson. The teacher will be available and moving about the room during each time of sharing, providing feedback and correction if incorrect information is heard.
Summative Assessment:	The summative assessment for this lesson will be conducted during the Independent Practice portion of the lesson, during which students will participate in a one-on-one assessment with the teacher. Students will identify and share at least two facts about the three diverse communities from Indiana that were learned about today.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	

- Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736-752. <https://doi.org/10.1111/bjep.12328>
- Rigianti, H. A. (2023). the concept of differentiated learning: Elementary school learning diversity solution. *Jurnal Pendidikan Dan Pengajaran*, 7(2), 285-298. <https://doi.org/10.33578/pjr.v7i2.8992>.
- Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 18-31. <https://doi.org/10.30659/pendas.11.1.18-31>.
- Silverman, R. D., Martin-Beltrán, M., Peercy, M. M., & Taylor, K. S. (2021). Revisiting reading buddies to support multilingual learners and their peers. *The Reading Teacher*, 75(3), 279-289. <https://doi.org/10.1002/trtr.2045>.
- Völlinger, V. A., Lubbe, D., & Stein, L. (2023). A quasi-experimental study of a peer-assisted strategy-based reading intervention in elementary school. *Contemporary Educational Psychology*, 73, 102180. <https://doi.org/10.1016/j.cedpsych.2023.102180>.

Lesson Plan #5

PRELIMINARY INFORMATION	
Subject: Civics, health, science, physical education	Grade Level: 1
Unit Topic: I Am Part of a Community/Community Mindedness	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ Other (specify): Both whole class and small group learning will take place.
CONTENT STANDARDS	
Virginia Standards of Learning:	Virginia Standards of Learning History & Social Science: Civics: 1.13: The student will understand that the people of Virginia Virginia Standards of Learning Essential Health Concepts: 1.1: The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health: Disease Prevention/Health Promotion: F: Identify adults who keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, dentists, doctors).
Common Core State Standards:	Not applicable for this lesson.
LEARNING OBJECTIVE(S)	
Upon participating in interactive learning centers about healthcare workers, students will be able to correctly identify the jobs/functions of adults who help keep them healthy in at least 8 out of 10 matching scenarios.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	

Resources and Materials:	The biggest resource to this lesson will be the special guests, which will need to be arranged and confirmed several weeks before the lesson. It will be particularly important to remember to tap into family members of students, to make those community connections very real to the students. Other resources and materials include: 1: Any materials that the guests ask for that are easily provided, such as copies, access to internet/computer, etc. 2: 20 Copies of the cutout worksheet for the independent practice. 3: A copy of the book, “People Who Keep me Healthy” with the audio CD. 4: Students will need access to safety scissors and writing utensils for the independent practice.
Technology Integration <i>(if applicable):</i>	1: An electronic whiteboard would be the easiest for interaction with students about their ideas regarding health and healthcare workers in the community. However, this is not required for this lesson. 2: The book used in the closing as an audio CD with songs to help students better understand the need for healthcare workers and healthy bodies. It is a great resource and could be played in a CD player, computer, etc. 3: It will be the teacher’s responsibility to know if any of the guests need technology support to do their presentations to the class.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Identify, matching Students will use what they learn in this lesson to identify those in their communities who offer support for their physical, mental, and spiritual health. They will be able to match the skills of that person to that person’s title/job.

Language Supports:	This unit is likely to have a lot of vocabulary challenges, since the topic is technical in nature. This will be addressed at the beginning of the lesson as the teacher checks for prior knowledge. Also, the special guests will be reminded to please include clear, age-appropriate definitions of words they might use when explaining their professional practice. They will be encouraged to use word cards that include definitions for the students to see and read along with them when changing stations. Also, the teacher will be stop to address technical vocabulary during the introduction of the lesson, and double-check for understanding during the closing.
Essential Vocabulary:	Health, counselor, doctor, dentist, nurse, Emergency Medical Technician, nutrition, nutritionist
INSTRUCTION	

**Direct Instruction/
Modeling:**

Special note: This lesson will be a special part of the community unit that incorporates special guests into our classroom lesson time. For this lesson, it will be important that the teacher contacts and pre-plans the special guests several weeks before the execution of this lesson plan. Please note that it is important to first reach out to family members of students to see if they fulfill any of the roles, then go beyond to the community. Making classroom connections with families is important.

1: To begin this lesson, the teacher will ask the following questions to help activate prior knowledge:

- Who might some people in our community be that help keep us healthy?
- * Give students at least 30 seconds of think time before accepting answers, and write the answers on the electronic whiteboard or a large flip pad, and suggest answers that might not be stated. Make sure to include: Parents/guardians, teachers, doctors, nurses, dentists, other healthcare professionals, counselors, pastors/church leaders, Emergency Medical Technicians, nutritionists.
- What are some things that we need to do to help keep our mind, bodies, and the spirit God has gave us healthy?

2: Say: Today, we have some special guests that have come to our classroom to talk about how God made our bodies and how to stay healthy. We have a doctor, a dentist, a nurse, counselor, a nutritionist, and an EMT (Emergency Medical Technician). Each of these special guests will be located at six different learning stations, and we will split up into groups to rotate around and hear from each one of these important people in our community.

3: Say: At the end of the rotations, we will meet back together as a class on the large carpet and discuss what we have learned together today.

4: At this point, students should be broken up into six equal groups and directed to one of the stations. The presenters should be prepared to give an approximately 8-10 minute interactive and age-appropriate presentation about their job in helping keep the community healthy. The use of props is encouraged. *This information should be first approved/vetted by the teacher during the planning process to ensure it is age-appropriate and appropriate for the Christian school setting.*

Guided Practice:	1: After all students have circulated around the classroom to each learning station, students will all return to the carpeted area for a group discussion and recap. The special guests will be invited to remain in the classroom for this portion of the lesson. 2: The teacher will instruct students to sit and prepare their minds and bodies for a Think, Pair, Share cooperative learning strategy. Then the teacher will say: Alright, students. We've learned so much about these special guests that help keep our bodies healthy. We are going to do three rounds of Think, Pair, Share and I want you to share with a different classmate each time. The first question is: Who is someone in the community that can help keep you healthy, and what are some things that person does as part of his or her job? Students will have 20 seconds of think time, then 20 seconds to find a partner, and 1 minute each to share. The second question is: What presentation did you find the most interesting today, and why? Students will have 20 seconds of think time, then 20 seconds to find a partner, and 1 minute each to share. The third question is: What is something you can do, based upon what you have learned today, to keep your body and mind healthy? Students will have 20 seconds of think time, then 20 seconds to find a partner, and 1 minute each to share. 3: The teacher will gather the students back to the carpeted area, and invite the special guests to stand at the front of the room. At this time, students will be asked if they have any final questions for the guests. This portion of the lesson should take up no more than 10 minutes. 4: The class will thank the special guests as a group for coming to the room today, and the guests will be excused from the classroom.
-------------------------	---

Independent Practice:	1: Students will be directed to return to their tables/learning groups for an independent activity. 2: When students return to their table groups, there will be a worksheet that necessitates cutting out a picture of a person with a label under the picture (doctor, dentist, etc.) and matching it with an action that person would do to help keep people in the community healthy. For example: Dentist would be matched with “Healthy Teeth: and Doctor would be matched with “Healthy Bodies”. Some of the pictures will repeat themselves, as many of the jobs include multiple responsibilities/tasks. 3: When complete, the teacher will collect the activity sheets for evaluation.
Closure:	The teacher will finish the lesson by reading the book and sharing songs from the book/audio CD “People Who Keep Me Healthy” by Janet Preus, Illustrated by Charlotte Cooke. Before reading, the teacher will review what the students heard from the class special guests, and the teacher will stop and make connections throughout the book to what the students have heard and learned.
DIFFERENTIATION	
Supporting Students with Special Needs:	English Language Learners will be provided with an iPad or classroom Chromebook that has Google translate to assist with understanding as the presenters are sharing at the learning stations. Students who need strong language support in this way will also have the classroom paraeducator or teacher nearby to assist when needed. Students who are at or below grade level proficiency in reading and language will be partnered with students in their table groups that are at or above grade level when completing the independent practice portion of the lesson. Students with ADHD or other focus-related issues will find this lesson very engaging. Students will be moving about the room regularly, and engaging with the presenters. Students who might struggle to complete the independent practice portion will be offered a quiet, solitary space in the classroom that is within teacher sight. Sound-cancelling headphones will also be available to use during independent practice.

Strategies to Challenge Above-Average Learners:	Above-average learners, along with all students, will be encouraged to ask a myriad of questions during the presentations. This will allow students to operate from their position of understanding. Above-average learners will also have access to related texts that are above grade level in the literacy center.
Facilitating a Classroom Environment that Supports Student Learning:	This lesson supports student learning in the following ways: 1: It helps engage cultures and families in the classroom learning. Some, if not all, of the presenters will be connected to students in the classroom in one way or another. This will show students that God has given them the ability to pursue many careers and to help others in many ways. 2: It is active and age-appropriate, while taking into consideration the varying learning styles and abilities in the classroom. 3: It utilizes many different types of learning settings, including large group, cooperative learning/small group, and learning centers/stations.
Extension:	The extension for this lesson will include that the music/audio that goes along with the book utilized in the closure will now be available to all students at the literacy center during learning center time. Students will have the opportunity to view it, along with other age-appropriated health-related books for their exploration and enjoyment.
Culturally Responsive Teaching:	This lesson is culturally responsive because it relies heavily upon the participation of family members of students from the community. It will be up to the teacher to ensure that when students learn about health in their communities, that they understand that there are facilities and resources available to all people, although these resources might not be equally spaced throughout the community. It is important that students can see themselves as doctors, nurses, dentists, nutritionists, EMTs, etc. and this lesson addresses that.
ASSESSMENT	

Diagnostic/Pre-Assessment(s):	The pre-assessment will take place during the lesson introduction: 1: To begin this lesson, the teacher will ask the following questions to help activate prior knowledge: • Who might some people in our community be that help keep us healthy? * Give students at least 30 seconds of think time before accepting answers, and write the answers on the electronic whiteboard or a large flip pad, and suggest answers that might not be stated. Make sure to include: Parents/guardians, teachers, doctors, nurses, dentists, other healthcare professionals, counselors, pastors/church leaders, Emergency Medical Technicians, nutritionists. • What are some things that we need to do to help keep our mind, bodies, and the spirit God has gave us healthy?
Formative Assessments/Feedback to Learners:	The formative assessment will take place during the guided practice portion of this lesson, when students are checking for understanding with one another. During this portion, the teacher and paraeducator need to be moving about the classroom to ensure that students are grasping understanding and redirecting when needed.
Summative Assessment:	The summative assessment will be during the independent practice portion of this lesson, when students complete the matching activity and turn it into the teacher. Knowledge learned during this portion will also be applied during the culminating project, where students will work together to make a brochure about their community.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	

- Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736-752. <https://doi.org/10.1111/bjep.12328>
- Rigianti, H. A. (2023). the concept of differentiated learning: Elementary school learning diversity solution. *Jurnal Pendidikan Dan Pengajaran*, 7(2), 285-298. <https://doi.org/10.33578/pjr.v7i2.8992>.
- Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 18-31. <https://doi.org/10.30659/pendas.11.1.18-31>.
- Silverman, R. D., Martin-Beltrán, M., Peercy, M. M., & Taylor, K. S. (2021). Revisiting reading buddies to support multilingual learners and their peers. *The Reading Teacher*, 75(3), 279-289. <https://doi.org/10.1002/trtr.2045>.
- Völlinger, V. A., Lubbe, D., & Stein, L. (2023). A quasi-experimental study of a peer-assisted strategy-based reading intervention in elementary school. *Contemporary Educational Psychology*, 73, 102180. <https://doi.org/10.1016/j.cedpsych.2023.102180>.

Lesson Plan #6

PRELIMINARY INFORMATION	
Subject: Arts/social studies	Grade Level: 1
Unit Topic: I Am Part of a Community/Community Mindedness	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ Other (specify): This lesson incorporates both large and small group elements.
CONTENT STANDARDS	
Virginia Standards of Learning:	Virginia Standards of Learning History & Social Science: Skills: 1.1: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources. Civics: 1.13: The student will understand that the people of Virginia: b) make contributions to their communities; and c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles. Virginia Standards of Learning Music Standards of Learning; History, Culture, and Citizenship 1.6: The student will explore historical and cultural aspects of music: a) Recognize how music is used in the customs and traditions of a variety of cultures. b) Describe how people participate in music experiences. 1.7: The student will identify musicians in the school, community, and media.
Common Core State Standards:	Not applicable to this lesson.
LEARNING OBJECTIVE(S)	
Upon studying about local musicians as a class and in small groups, students will be able to identify and articulate the contributions of five musicians from the musical arts community in Evansville, Indiana, scoring at least 4 out of 5 on the scoring rubric.	

RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	1: The teacher will need to create the photo/information booklet about the five Evansville musicians prior to this lesson. It would be helpful for this resource to be laminated so students could utilize it for years to come. 2: Musical clips from YouTube or other sources, such as CDs' 3: Access to a Smartboard or classroom computer 4: Classroom materials for students, such as pencils and crayons. 5: Small paper booklets with area to draw a photo and write 1-3 sentences at the bottom of each photo. 6: Sentence strips and marker to add words to the word wall for essential vocabulary. 7: Instruments for students to try in the introduction portion of the lesson. 8: 5 sets of photos of each musician, laminated for longevity. 9: Prepared scoring rubric for the summative evaluation/Independent Practice. 10: iPad/Chromebook usage for ELL students who might need translation services.
Technology Integration <i>(if applicable):</i>	This lesson integrates technology through the use of digital music clips and the usage of an electronic whiteboard/Smartboard. The Smartboard will be utilized for the teacher presentation portions of the lesson, and will be utilized to present the digital music clips. Note that a CD player and/or a computer with CD-rom capabilities could also be utilized.
ACADEMIC LANGUAGE DEMANDS	

Language Demands:	Identify, articulate Students will identify the names and photos of musical artists from the Evansville area. They will articulate learned facts about each person, including their contributions to the local musical community and beyond.
Language Supports:	Before the start of this lesson, the teacher will add the essential vocabulary words to the word wall. During the lesson introduction, the teacher will draw students' attention to those words and define them individually. Students will also have the names of the musicians written on the board for quick reference, so student do not get overly frustrated by spelling, when asked to write the names. ELL students will also have access to translation services through the classroom iPad/Chromebooks.
Essential Vocabulary:	Music, musician, composer, instrument, artist, performance

INSTRUCTION

Direct Instruction/ Modeling:	1: The teacher will begin the lesson by hooking the students' interest by placing a variety of musical instruments around the room, and listening stations (headphones and a way to play a CD). The teacher could likely lean upon the school's fine arts department to help with this. Some instruments and resources could include: Guitar, microphone, drums, horns/trumpets, xylophone, hand bells, instruments from various cultures, etc. It is important that the teacher notes if children are trying instruments that require the use of a mouth piece, the piece must be sanitized properly between uses. The students will get 15 minutes to make their way around the room and listen/try out various types of instruments and listen to various types of music. 2: The teacher will collect the instruments and instruct students to return to the carpet area. 3: Say: Students, tell me about what you experienced just now. (Leave at least 30 seconds for think time). Allow responses. 4: Say: What are some ways that you've experienced music here in our community? 5: Say: There are many ways that music is an important part of our Evansville community. There are gifted singers, musicians, and artists all throughout the Evansville area. We are going to learn about some of them today. Let's turn our attention to our unit word wall, and discuss the meanings of some new words I've added to help us understand this lesson. Those words are: Music, musician, composer, instrument, artist, performance 6: At this point, the teacher will present a pre-prepared flip book of photos of Evansville musicians with short, age-appropriate explanations. They will include names, photos, birthdays (and date of death if applicable, and contributions to the musical community. Some names the teacher could include in this are Jazz Drummer Sid Catlett, Ernie Haase & Signature Sound, soul singer Geno Washington, Neal Doughty of REO Speedwagon, and pianist Margaret Halbig. During this presentation, the teacher will also have links pulled up on the classroom Smartboard so the students can hear an appropriate musical selection from each of the featured artists.
--	--

Guided Practice:	1: During this portion of the lesson, the students come to their table groups where they will find photos of each of the discussed musicians. Students will take turns going around the table explaining to their groups who each musician is, and what musical contributions they made/make to the Evansville, IN community. 2: Each student will have the opportunity to complete this activity. If a student gets stuck, the child's face or shoulder partners can assist. 3: The teacher will be moving about during this activity to help students who might be confused or needing additional guidance. If the teacher notices that students are struggling with explaining a particular person's contributions, the teacher will address the class again as a whole to review that person's contributions.
Independent Practice:	1: Students will now receive a small, blank booklet of paper and lined areas for writing. There will be six blank pages. Students will need pencils and crayons for this activity, so the students should be directed to collect these items. 2: Give students the following verbal directions: "Alright students. We are going to make our own Evansville Musicians booklet using what we have learned in our lesson today. You will draw a picture of each musician we learned about today, and under it, you will write the name of that musician and one fact you learned. If you need help spelling the names, they will be written on the board for you. You will use your best guesses at spelling. On the final page, I want you to draw a picture of yourself, and a musical talent that you might have or want to share with the city of Evansville in the future." 3: Students will be given 30 minutes to complete this activity, and it may need to spill over into additional class time or another day, if necessary.

Closure:	1: To review, the teacher will quickly walk students through the Evansville Musicians flip book, highlighting the names and musical contributions those persons made to the community. 2: To continue the learning, and to challenge students to think Biblically, the teacher will say: “The Bible tells us that we are to make a joyful noise until the Lord and to worship Him. That means, even if we aren’t great singers or if we cannot play an instrument, we can still make music to the Lord from our hearts. How might you make music to the Lord?” 3: Students will be given 1 minute of think time, then will be instructed to share their responses in a Round Robin fashion in their table groups. Every student should get an opportunity to response in their small group.
DIFFERENTIATION	
Supporting Students with Special Needs:	English Language Learners will be provided with an iPad or classroom Chromebook that has Google translate to assist with understanding and translation as needed. Students who are at or below grade level proficiency in reading and language will be partnered with students in their table groups that are at or above grade level when completing the independent practice portion of the lesson, and the word wall will be available to students. The teacher will present the new vocabulary words during the lesson introduction. Students with ADHD or other focus-related issues will be offered a quiet, solitary space in the classroom that is within teacher sight to complete the independent practice/musical book summative evaluation. Sound-cancelling headphones will also be available to use during independent practice. Students with sensory input sensitivities will also be offered sound-cancelling headphones during the introduction portion of the lesson, or given the opportunity to not engage with the instruments, as this might cause sensory overload for these students.

Strategies to Challenge Above-Average Learners:	Above-average learners will be encouraged to write more than one sentence during their independent practice portion. They will also be encouraged, along with other students, to explore the classroom library during literacy center to learn more about famous musicians from not just Evansville, but all over Indiana.
Facilitating a Classroom Environment that Supports Student Learning:	This lesson supports student learning in the following ways: 1: Utilizes many different strategies for student learning, including cooperative learning strategies, small group, and large group discussions. 2: There are visual, verbal, written, and audio cue experiences for students to experiences during this lesson, including the music, photos, and opportunity to provide written feedback. 3: This lesson motivates students by showing them that there are people from their own communities that have made notable contributions to the musical community at large. God can use them as well in this way, if that is His plan for their lives.
Extension:	Students will be challenged to go home and and speak to their family support systems about music in the community. Students will be encouraged to talk to their family members about how they have experienced music in the local community, and come ready to share about some of those experiences during morning meeting the following day.
Culturally Responsive Teaching:	This lessons is culturally responsive because it takes into consideration the vast and diverse musical contributions of past and present musicians from the Evansville area. It leans first on local musicians, then challenges students to learn how to use their own musical giftedness in the classroom and beyond in the community. While every student may not become a professional musician, God has given each person the ability to worship, praise, and use musical talent in some way.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	This takes place during the introduction of the lesson, during the hook and portion where the teacher questions the students about experiencing music/musicians here in the community.

Formative Assessments/Feedback to Learners:	The formative assessment portion of this lesson happens during the guided practice, during which the students quiz one another about the photos of the local musicians and their contributions.
Summative Assessment:	The summative assessment will happen during the Independent Practice portion of this lesson, and will be graded on a rubric. The students are compiling information they know about the musicians in a book, and also including a portion about themselves and what contributions they might have to make to the musical community. This will be graded by the teacher utilizing the rubric scale of 0-5.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. <i>British Journal of Educational Psychology</i>, 90(3), 736-752. https://doi.org/10.1111/bjep.12328. Kagan, S. & Kagan, M. Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing, 2009. https://www.kaganonline.com/free_articles/research_and_rationale/330/The Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning. Orlich, D. C., Harder, R. J., Trevisan, M. S., Brown, A. H., & Miller, D. E. (11th ed.). (2018). Teaching strategies: A guide to effective instruction. Cengage Learning. Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. <i>Jurnal Ilmiah Pendidikan Dasar</i>, 11(1), 18-31. https://doi.org/10.30659/pendas.11.1.18-31 Tanase, M. F. (2021). Culturally Responsive Teaching in Urban Secondary Schools. <i>Education and Urban Society</i>, 54(4), 363-388. https://doi.org/10.1177/00131245211026689 (Original work published 2022).	

Lesson Plan #7

PRELIMINARY INFORMATION	
Subject: Writing, social sciences, Civics	Grade Level: 1
Unit Topic: I Am Part of a Community/Community Mindedness	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ Other (specify): This lesson will utilize both large and small group settings.
CONTENT STANDARDS	
Virginia Standards of Learning:	Virginia Standards of Learning: Writing 1.W: The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts. 1.W.1 Modes and Purposes for Writing: B. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic. Virginia Standards of Learning History & Social Science: Civics: 1.13: The student will understand that the people of Virginia a) have state and local government officials who are elected by voters; b) make contributions to their communities
Common Core State Standards:	Common Core State Standards Writing Standards K-5: Grade 1 Students: 2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LEARNING OBJECTIVE(S)	
Upon participating in a presentation from local community helpers, as well as reading a book about community helpers, students will write at least five separate facts in sentence form about community helpers in the Evansville area with at least 80 percent accuracy.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	

Resources and Materials:	The biggest resource to this lesson will be the special guests, which will need to be arranged and confirmed several weeks before the lesson. It will be particularly important to remember to tap into family members of students, to make those community connections very real to the students. Also important is that both men and women and, when possible, various cultures are represented in the special guests. Other resources and materials include: 1: Any materials that the guests ask for that are easily provided, such as copies, access to internet/computer, etc. 2: 20 white boards and 20 dry erase markers. 3: A copy of the book, “Let’s Meet Community Helpers” by Rikki Benefeld. 4: Students will need access to writing utensils for the independent practice. 5: 20 blank sheets of lined paper appropriate for first grade 6: A flip chart, white board, or electronic whiteboard
Technology Integration <i>(if applicable):</i>	The biggest opportunity for technology integration in this lesson will be for students to witness different uses of technology as part of jobs done by community helpers. This could be radios or special walkie-talkies, phones, computers, etc. Also, there is opportunity to utilize an electronic whiteboard for this lesson, however, it is not necessary if one is not available.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Recall, Write Students must be able to recall the facts learned about community helpers and convey those facts in simple sentence form.
Language Supports:	Each special guests will be encouraged to give a clear explanation of their title and what it means to do their job, to help support student learning and understanding. Students will also be provided with sentence stems if needed to help convey what has been learned, and students will have access during this entire unit to the word wall.
Essential Vocabulary:	Police, firefighter, librarian/media specialist, teacher, military
INSTRUCTION	

**Direct Instruction/
Modeling:**

Special Note: This is another lesson that will lean heavily on the contributions of guests to the classroom. For this unit, we will focus on the following areas, as Community Helpers can be a broad topic: Police, Fire, Military members, (EMS was addressed during the lesson about health), teachers, and librarians.

1: It will be imperative that the teacher reach out to family of the students several weeks prior to this lesson to see if any of the students' family members are working as community helpers in the noted categories. If so, those members will be invited to visit the classroom. If no family members of students can be located, then the teacher needs to contact the local department directly to arrange the visit.

2: Much like the health lesson, to begin this lesson, the teacher will ask the following questions to help activate prior knowledge:

- Who are some people in our community that might be helpers?
- * Give students at least 30 seconds of think time before accepting answers, and write the answers on the electronic whiteboard or a large flip pad, and suggest answers that might not be stated. Make sure to include: Firefighters, police, military members, teachers, and librarians.
- What are some of the ways that these people might help us?

2: Say: Today, we have some special guests that have come to our classroom to talk about how they help our community. We have a firefighter, a police officer, a teacher, and a librarian/media specialist. Each of these special guests will be located at six different learning stations, and we will split up into groups to rotate around and hear from each one of these important helpers in our community.

3: Say: At the end of the rotations, we will meet back together as a class on the large carpet and discuss what we have learned together today.

4: At this point, students should be broken up into six equal groups and directed to one of the stations. The presenters should be prepared to give an approximately 8-10 minute interactive and age-appropriate presentation about their job in helping keep the community healthy. The use of props is encouraged. Encourage those representing fire/police/military to bring vehicles if possible, and the students can take a short walk outside to view them at the end of the lesson.

Guided Practice:	1: Have the students return to their table groups where they will find small white boards and dry erase markers. 2: Say: “It was so interesting learning about these community helpers today. Now we are going to enjoy a book together to help us understand more about what they do, and then we are going to talk about these jobs with our table groups. Can everyone please give our special guests a round of applause?” 3: At this point, the guests can find a seat or, if time is an issue, they may leave. The teacher will read the book, “Let’s Meet Community Helpers” by Rikki Benefeld. Students will remain in their table groups for the reading. As you are reading, leave time for student questions and feedback. 4: While you are finished reading the book, say: “Alright, students. Today we have heard so much fun information about those who help our community. They have lots of different jobs and do lots of different things, and you might have even heard something new in the book we just read. I want you to take a moment and write some short sentences on your whiteboard about community helpers that you have learned today. If you are struggling to spell words, you can use our unit word wall, as your table partners, or raise your hand for assistance.” Students will need approximately 10/15 minutes to complete this exercise. 5: Upon finishing, instruct students to utilize a stand up, hand up, pair up learning strategy to share their facts about community helpers with other students. Each student pair will take 30-40 seconds to share, then complete the exercise two more times.
-------------------------	--

Independent Practice:	1: Students will return to their tables after the cooperative learning strategies, and will receive a blank sheet of lined writing paper. Instruct students to get out a pencil. 2: Say: “Today you have learned so many interesting facts about community helpers. You shared some of what you learned just now with your classmates, and you heard fun and interesting facts from our book that we read. I want you to use the following sentence stems to help you write down five or more sentences that show what you’ve learned about community helpers today. Here are some sentence stems you can use, or you can come up with your own: - Community helpers can help me ... - Some types of community helpers are ... - I might see a community helper ... - Some jobs community helpers do are ... 3: Upon completion, students will turn these papers in to the teacher for evaluation.
Closure:	1: In closing, the special guests that could stay for the entirety of the lesson will be given a short opportunity to answer questions asked by the students, and, at this time, if any of the community helpers were able to bring a vehicle, such as a fire truck, police car, book mobile, etc. the students will be lead out by the teacher to the parking area to view these vehicles. 2: The students will finish the lesson by thanking the helpers and offering a special prayer for them.
DIFFERENTIATION	

Supporting Students with Special Needs:	English Language Learners will be provided with an iPad or classroom Chromebook that has Google translate to assist with understanding and translation as needed, during the special guest presentations. The book selection will also be provided to ELL with parallel text in both English and the student's native language. Students who are at or below grade level proficiency in reading and language will be partnered with students in their table groups that are at or above grade level when completing the independent practice portion of the lesson, and the word wall will be available to students. The teacher will present the new vocabulary words during the lesson introduction. Also, students are provided with sentence stems that will help assist with the writing portion of this assignment, if needed. Students with ADHD or other focus-related issues will be offered a quiet, solitary space in the classroom that is within teacher sight to complete the sentence writing activity. Sound-cancelling headphones will also be available to use during independent practice. Students with sensory input sensitivities will also be offered sound-cancelling headphones during the portion of the lesson where community helpers might use sirens or loudspeakers to help students experience what they do in emergency situations.
Strategies to Challenge Above-Average Learners:	Above-average learners will be encouraged to extend their sentence writing with more complex vocabulary, as well as come up with sentences without the assistance of the sentence stems.
Facilitating a Classroom Environment that Supports Student Learning:	This environment supports student learning because the lesson is interactive, hands-on, allows students to connect their prior knowledge, and allows them to see that community helpers are regular people from their families and communities. This awareness also helps boost cultural responsiveness. This lesson also provides multiple ways for students to engage with the content, which studies show helps students retain the knowledge learned.
Extension:	This lesson will be extended by a short walk around the community during the recess time. Students will be challenged to spot community helpers that were discussed in the day's lesson. Students will also have the opportunity to dress up as community helpers during learning center time. This will be an option in the dramatic play area.

Culturally Responsive Teaching:	This lesson is culturally responsive because it first looks to reflect the population of the classroom, leaning on professionals that are family members of students. However, if the teacher cannot get enough participants from tapping into the student community, then he or she will reach out to diverse members of these communities, including men, women, and, when possible, include those who represent diverse backgrounds. It is important that the students see themselves represented among the special guests, so they know that they, too, can become community helpers if God calls them to that.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	The Pre-Assessment portion of this lesson will be conducted during the lesson introduction: Much like the health lesson, to begin this lesson, the teacher will ask the following questions to help activate prior knowledge: • Who are some people in our community that might be helpers? * Give students at least 30 seconds of think time before accepting answers, and write the answers on the electronic whiteboard or a large flip pad, and suggest answers that might not be stated. Make sure to include: Firefighters, police, military members, teachers, and librarians. • What are some of the ways that these people might help us?
Formative Assessments/Feedback to Learners:	The formative assessment will happen during the guided practice portion of the lesson, in which students will hear the book and participate in the stand up, hand up, pair up cooperative learning strategy. The teacher will be moving about the classroom providing active feedback with students at this point.
Summative Assessment:	This will happen during the independent practice portion of the lesson. Students will be writing sentences, with or without the help of the sentence stems, to convey what they have learned both through the special guest presentations and the featured text. This assignment will be turned in and graded by the teacher.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	

- Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736-752. <https://doi.org/10.1111/bjep.12328>
- Rigianti, H. A. (2023). the concept of differentiated learning: Elementary school learning diversity solution. *Jurnal Pendidikan Dan Pengajaran*, 7(2), 285-298. <https://doi.org/10.33578/pjr.v7i2.8992>.
- Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 18-31. <https://doi.org/10.30659/pendas.11.1.18-31>.
- Silverman, R. D., Martin-Beltrán, M., Peercy, M. M., & Taylor, K. S. (2021). Revisiting reading buddies to support multilingual learners and their peers. *The Reading Teacher*, 75(3), 279-289. <https://doi.org/10.1002/trtr.2045>.
- Völlinger, V. A., Lubbe, D., & Stein, L. (2023). A quasi-experimental study of a peer-assisted strategy-based reading intervention in elementary school. *Contemporary Educational Psychology*, 73, 102180. <https://doi.org/10.1016/j.cedpsych.2023.102180>.

Lesson Plan #8

PRELIMINARY INFORMATION	
Subject: Math, Social Studies/Social Sciences	Grade Level: 1
Unit Topic: I Am Part of a Community/Community Mindedness	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ Other (specify): This lesson will occur in both large and small-group settings.
CONTENT STANDARDS	
Virginia Standards of Learning:	Virginia Standards of Learning Measurement and Geometry: 1.MG.2: The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles), and compose larger plane figures by combining simple plane figures. Students will demonstrate the following Knowledge and Skills: D: Identify, name, and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning. Virginia Standards of Learning History & Social Science: Skills: 1.1: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.
Common Core State Standards:	Common Core State Standards Mathematics Grade 1, Geometry: Reason with shapes and their attributes: CCSS.MATH.CONTENT.1.G.A.1:Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
LEARNING OBJECTIVE(S)	

The student will be able to identify and describe the basic shapes utilized to form buildings in their neighborhood when constructing a basic model from attribute blocks, with 100 percent accuracy.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	You will need: - Whiteboard/electronic whiteboard - Five sets of shape attribute blocks - Sentence strips and marker to add essential vocabulary to the word wall - 40 sheets of paper and writing utensils for students - A copy of the book, “Shapes in Buildings (Spot the Shape)” by Rebecca Rissman
Technology Integration (if applicable):	This portion of the lesson plan is not applicable.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Identify, describe The student will be able to identify and describe the names/attributes of shapes that commonly make up their neighborhood following this lesson.
Language Supports:	The teacher will stop to define essential vocabulary during each portion of the lesson, as well as add the essential vocabulary to the unit word wall. ELL students will also have access to a copy of the book with their native language alongside the English text.
Essential Vocabulary:	Square, triangle, rectangle, circle, semicircle, hexagon, construct, sides, corners, vertex, vertices
INSTRUCTION	

Direct Instruction/ Modeling:	1: In this lesson, start by checking for prior knowledge about what students have noticed regarding their homes, neighborhoods, and community, and what shapes they might have seen that make up those buildings. Students can be located on the carpet for the opener of this lesson. 2: Say to students: “I want you to think about your home, and the buildings that are around it, if there are any. If there are no buildings around your home, then you can think of your home and other places in the community, like downtown, or near the park, or the area around where you go to the grocery store. Now, I want you to take 30 seconds and think about the shapes that make up those buildings. What are some shapes that came to mind?” Allow all students to answer, and write the answers on the electronic whiteboard, accompanied by a visual of the shape. Some answers might include: Rectangle, square, circle, semi-circle, triangle, hexagon. 3: Say: “These shapes are commonly used to build the buildings in our communities. We can use these shapes and put them together to make short and tall buildings, garages, and more.” 4: Say: “Let’s talk about these shapes and what makes them unique.” As you discuss the shapes, place one of the attribute blocks on the board, either with a magnet or piece of tape. Then discuss the attributes of each shape, including number of sides and corners. Take time to add words to the unit word wall. Pay special attention to the word corners, and explain to students that this also is called a vertex. Where two lines come together to form a shape is known as a vertex. More than one corner in a shape are called vertices. Add the following vocabulary to the wall: Square, triangle, rectangle, circle, semicircle, hexagon, construct, sides, corners, vertex, vertices. 5: Now, instruct students to return to their seats at their table groups, where they will use a blank sheet of paper and crayons/pencils/other writing utensils.
--	---

Guided Practice:	1: Say: “Now we are going to practice drawing these shapes, and how they might fit together to make the buildings we see in our parts of the community. Remember, our homes look different, are different shapes, and sizes, and that is absolutely normal and fine!” 2: Instruct students to, one at a time, independently practice squares, rectangles, circles, semi-circles, triangles, and hexagons. During this time, the teacher will be making his or her way around the classroom, offering coaching for students who are struggling. 3: Now, pass out another piece of blank paper to the students and instruct the students to utilize the shapes they have learned to draw their home, and any other buildings located close to their home. If students do not have any buildings close to their home, they can also draw another building in another part of the community. 4: Instruct students that the pictures will be hung on the wall at child-level, so they can enjoy their renditions of buildings in the community.
Independent Practice:	1: Instruct students that they will now be receiving a set of attribute blocks at each table. Upon receiving the blocks, each student should recreate their home, and at least two other buildings near their home (or two other buildings of their choice if two additional buildings are not near their home) utilizing the attribute blocks. Students will have approximately 10-12 minutes to complete this activity independently. 2: Upon finishing, students should raise their hands, and the teacher and/or the classroom paraeducator will come around and evaluate the creations. The adults will ask the students to clearly describe what the buildings are, the shape names that make them up, and then have them describe the attributes of each shape (Number of sides, corners/vertices). The teacher/paraeducator will keep a written evaluation of each student’s finished work and can take a photo with their phone/classroom camera for future reference.

Closure:	1: Once students have completed their shape recreation of their corner of the neighborhood, and described them to an adult, they will be instructed to come to the carpet. 2: The lesson will close with the teacher reading the book, “Shapes in Buildings (Spot the Shape)” by Rebecca Rissman. Stop and allow the students to discuss buildings that might be very similar or very different from those they might see in their community. 3: Quickly review the shapes, along with their basic attributes, using the attribute blocks as you close the lesson.
DIFFERENTIATION	
Supporting Students with Special Needs:	English Language Learners will have the book selection provided to them with parallel text in both English and the student’s native language. Students who are at or below grade level proficiency in reading and language will be partnered with students in their table groups that are at or above grade level when completing the shape activities. These students will also be provided with shapes that have the shape name written on it, so they can more easily make those word-to-object connections. Students with ADHD or other focus-related issues will be offered a quiet, solitary space in the classroom that is within teacher sight to complete the shape activity, if necessary. Sound-cancelling headphones will also be available to use during independent practice. Students with processing delays will be given the shapes for an extended period, so they can experience them, run fingers along the sides, and help build brain-to-body connections and pathways.
Strategies to Challenge Above-Average Learners:	Above-average learners will also have access to more geometrically challenging attribute shapes, such as octagon, pentagon, rhombus, etc. These students will also be challenged to attempt to build their homes/surrounding community buildings in 3-D.

Facilitating a Classroom Environment that Supports Student Learning:	This classroom environment supports student learning because students are grouped in cooperative learning groups that allow students of differing ability levels to positively influence one another and learn from one another. This lesson utilizes hands-on shape experiences, instead of just using worksheets to evaluate and teach students about shapes. There are strong home-to-school connections in this lesson, and each child's experience within the community can make a strong connection to math and social studies in this lesson. Students experience that what they are learning is directly connected to real-world scenarios and that math and social studies directly connects to their every day lives.
Extension:	This lesson will be extended into the math center during learning center rotation, so students can attempt to build even larger sections of their communities with the attribute shapes.
Culturally Responsive Teaching:	This lesson is culturally responsive because it shows each student that his or her corner of the community matters, and deserves to be represented, even in math lessons. Students will know that their personal experiences in the community matter, as they come to learn how to represent those spaces in the classroom.
ASSESSMENT	

Diagnostic/Pre-Assessment(s):	This portion of the assessments will happen in the introduction of the lesson, and will be a prior-knowledge check: 1: In this lesson, start by checking for prior knowledge about what students have noticed regarding their homes, neighborhoods, and community, and what shapes they might have seen that make up those buildings. Students can be located on the carpet for the opener of this lesson. 2: Say to students: “I want you to think about your home, and the buildings that are around it, if there are any. If there are no buildings around your home, then you can think of your home and other places in the community, like downtown, or near the park, or the area around where you go to the grocery store. Now, I want you to take 30 seconds and think about the shapes that make up those buildings. What are some shapes that came to mind?”
Formative Assessments/Feedback to Learners:	The formative assessment portion of this lesson is during the guided practice activity, when students are practicing drawing their homes/ surrounding buildings. During this portion, the teacher is making his or her way around the classroom offering feedback as students have questions or might be struggling with shape attributes.
Summative Assessment:	This will take place during the independent practice portion of the lesson, when students make their own rendition of their homes/ surrounding community using the attribute blocks. The teacher and paraeducator in the classroom will make their way around to assess each student’s level of understanding, as well as their ability to identify the shapes and their attributes. This will be used as an assessment for grading purposes.
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	

- Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736-752. <https://doi.org/10.1111/bjep.12328>.
- Kagan, S. & Kagan, M. Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing, 2009. [https://www.kaganonline.com/free_articles/research_and_rationale/330/The Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning](https://www.kaganonline.com/free_articles/research_and_rationale/330/The_Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning).
- Orlich, D. C., Harder, R. J., Trevisan, M. S., Brown, A. H., & Miller, D. E. (11th ed.). (2018). Teaching strategies: A guide to effective instruction. Cengage Learning.
- Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 18-31. <https://doi.org/10.30659/pendas.11.1.18-31>
- Tanase, M. F. (2021). Culturally Responsive Teaching in Urban Secondary Schools. *Education and Urban Society*, 54(4), 363-388. <https://doi.org/10.1177/00131245211026689>
(Original work published 2022).