

**Lesson Plan Write-Up:**

**Prepared by:** Stephanie Scheldt

**Mentor Teacher:** Debbie Mangopoulus

**Length of lesson:** 40 minutes

**Date (To be taught):** November 21, 2001

**Grade level:** Second

**Planning group members:**

**Part I: Lesson Overview and Background Knowledge (25 points)****a). Lesson Title:**

What makes a good citizen?

**b). Lesson Abstract:**

This lesson will focus on what it means to be a good citizen. Students will need to understand characteristics of a good citizen and what actions demonstrate good citizenship. They will also learn what they as a second grader can do to become a good citizen in their community. The lesson will begin with the students listing characteristics of a good citizen as well as communities they are a part of in a whole class discussion. Next they will be given situations and asked if this shows good or bad citizenship and why. After this the students will be asked to illustrate their own situations where they are using good citizenship. Lastly I will give the students blank *Good Citizen* awards; they will give these out to their classmates when they see each other demonstrating acts of a good citizen.

**c). Lesson Objectives:**

1. Differentiate between the acts of good and bad citizenship.

2. Identify what they as a second grader can do to help their community and be a good citizen.

**d). Grade Level Content Expectations (GLCEs):**

Suggest ways people can responsibly interact with the environment in the local community  
(Michigan Grade Level Content Expectations, 2 – G5.0.1)

Participate in projects to help or inform others (Michigan Grade Level Content Expectations,  
2 – P4.2.2)

**e). Rationale:**

The lesson I am teaching focuses on the importance of being a good citizen. This is a very important concept for students to learn at a young age. Students must understand that even though they are young there are a lot of things they can do to help their community. They will realize that the things they do everyday matter and can make a difference in someone's life, the environment, or the community as a whole. Good citizenship is important in all parts of a student's life; it will help them to be a better person at school as well as at home and in all aspects of their lives. Being a good citizen is instrumental to a community and society as a whole, when we teach students to pick up their trash, to help someone in need, and to do good without being asked we are improving the way our community interacts and takes care of each other.

**f). Social Studies Content:**

This lesson aims to teach students how to become a good citizen in their school life, home life, and in their role as a community member. The big idea I will try to convey to my students is that even though they are only second graders by being a good citizen they can make a difference. Also that being a good citizen is more than just volunteering and helping out it is being respectful, kind, a good listener and a good leader. I am in a group community service group called Campus Civitan; our motto is that “No act of kindness, no matter how small, is ever wasted.” This quote will help students to understand that even though they may not be able to change the world just yet, by helping someone pick up their books they could make their day, or by telling the truth they can make a difference.

The students will learn how to be a good citizen through classroom discussion, examples of good and bad citizenship, and making up their own models of good citizenship. They will be given blank *Good Citizen* awards to hand out to their classmates when they perform an act of good citizenship. This will encourage students not only to be a good citizen but look for acts of good citizenship and realize what they can do to make a difference.

## Part II: Resources (15 points)

### a). Resources, Preparation/Materials:

Resources you consulted for the lesson planning:	Materials for whole class or groups:	Materials to accommodate individual student needs: (be sure to indicate how you are going to provide resources needed for any students with special needs – ESL, gifted, autistic, etc.)
<ul style="list-style-type: none"> <li>• Social Studies Alive! My Community Lesson Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures demonstrating acts of good and bad citizenship</li> <li>• Good Citizen Award</li> </ul>	We have two EI students in the class, one more severe than the other. However she has a ParaPro with her throughout the

	<ul style="list-style-type: none"> <li>• Blank paper to draw their own act of good citizenship</li> <li>• White boards and markers</li> </ul>	<p>day. I think this lesson plan would be able to accommodate their needs without any special resources. However I will take time during the lesson to clarify instructions and walk around the room and assist students who need extra help.</p>
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### **b.) Annotated Bibliography**

Bower, Bert, and Jim Lobdell. *Social Studies Alive! My Community Lesson Guide*. 1st. Palo Alto: Teachers' Curriculum Institute, 2003. 172-181. Print.

This teacher's lesson guide served as the idea for my lesson. I pulled the ideas of the good citizen awards and discovering what good citizens do from this lesson planning guide.

### **Part III: Knowing Your Students and their Learning Environment (20 points)**

#### **a). Who are my students?**

Midway Elementary is located in Holt, Michigan a small community that includes both suburban and rural areas. The students that attend Midway seem to come mostly from the suburban areas with a few from rural homes. The make-up of the school is mostly Caucasian students with a small percentage of Asian, African American, and Hispanic students. From my knowledge the majority of the students are on grade level and receive good grades. However, I have noticed a few students, who require a great deal of extra assistance; one of which is not able to receive the help they need because they are not yet labeled. I was surprised to find this because school seems very involved in the community and vice versa. Parents are very involved at Midway,

the parents in my classroom all attended conferences and often go to activities as a class outside of school such as a class hayride or roller skate nights.

The classroom itself is more diverse in terms of abilities rather than race or home life. While most of the students are on grade level there is still a mix of skill levels. A few students in the class are in a gifted program where they take classes outside of Midway. We also have a few emotionally impaired students one of which has a ParaPro with her all day. Most of the students fall somewhere in the middle in terms of academic success and behavior. Although there are a few students that are upset easily and require a little more attention the students work very well together and are a very cohesive classroom.

**b). Student knowledge and interests.**

Being in a second grade classroom the academic focus is on literacy and math. I have seen a few science lessons but until recently I had not yet observed any social studies instruction. However the students have recently begun a system of switching classes for 30 minutes four times a week in which one group does science, another group social studies, and a third group with low academic level students work on literacy skills. Fortunately my mentor teacher is in charge of the social studies group and I have been able to observe a few lessons.

Currently the students are focusing on the concept of communities. The first lesson I observed discussed the different types of communities including urban, rural, and suburban. The next few lessons I observed worked on drawing and reading maps. They have not really discussed the term citizen yet, to my knowledge and this was apparent in my seeing student thinking interview. When I interviewed one student every time I used a sentence with the word citizen in it

she said “I don’t know” or did not respond but when I used the term member of a community she was able to give me examples of things a community member would do but was not comfortable with the word citizen. The other student I interviewed Charlie had a great deal of knowledge about good citizenship he was able to give me numerous examples even some I had not thought of yet. But again when asked “*What is a citizen?*” He was not able to give me an answer. This tells me that students know what a community is and they know the role of a citizen in it, yet they do not understand the term citizen.

**c). Classroom context.**

The classroom is set up in six groups of four; students have assigned seats which only change if there is a problem. Instruction happens in the front of the classroom where no students have their back to the teacher. The classroom is colorfully decorated with student artwork, classroom goals, and educational supplements creating a comfortable and enjoyable learning environment. The school has a positive learning based environment. Which is shown in the actions of students; they complete their homework on time and offer to help their peers as well as their teacher. Students in my class are respectful of staff members and each other; I have only seen one or two instances of bullying or inappropriate behavior.

The students have a variety of resources available to them. Each student has their own math, social studies, and reading books as well as individual white boards and markers for work as a whole class. The school uses the reading street literacy program which includes a full classroom set of many books at each reading level for each individual unit.

The school does make accommodations for students with special needs. One student in my class has a ParaPro with her for the entire day. Also there are a few students that are taken out of class at times to meet with a special education teacher. However there is one student in the class in particular that is struggling immensely but is not able to get the help she needs because she is not scoring low enough. The teacher realizes this and cannot help her as much as she needs because they need her to score poorly in order to get the help she needs. This is upsetting to me because I believe a teacher knows if their student needs more help and if they recommend it their student should get it, they should not have to prove they are failing before they can get help.

**d). Linguistic, social and academic challenges, resources and supports.**

In my classroom we have a variety of students that learn very well together. There are a few emotionally impaired students, a couple advanced students, two children that are very restless, one student in special education, and a mix of students most of which fall in the middle. I will make certain alterations to my lesson to accommodate to such a diverse classroom.

This lesson should not be a problem for the advanced students because it is on a topic that they have not learned about yet and it is not something that you ever know everything about. There are always ways to be a better citizen and learn about things you can do to help your community. For the restless students the lesson will be interactive with a whole class discussion. At the same time the students will all participate by writing answers on their whiteboard and showing me this will allow me to see that all students are engaged in learning instead of just calling on one student for the answer. For the struggling students I will have visuals for everything I do so they can clearly see an example or directions on the board. I will also be circling the room to help any students that are having trouble or have questions.

**Part IV: Lesson Procedures (30 points)****a) Lesson Procedures**

<b>Activity Element &amp; Time (in minutes)</b>	<b>Procedures and management</b> <i>Step-by step procedures including questions and main points – visualize what you are going to say to the students. It might be helpful to script out what you are going to say, although during the lesson you do not need to use this language verbatim.</i>	<b>Students</b> <i>Describe what the students will be doing as a result of your instructions</i>	<b>Academic, social &amp; linguistic adaptations, resources, and support</b> <i>How will you support ALL students?</i>
Introduction <b>Define: Citizen</b> <i>5 minutes</i>	<ul style="list-style-type: none"> <li>I will ask the students in their table groups to define the word citizen in their own words. They will share their definitions with the class and I will give them my definition of a citizen.</li> </ul>	<ul style="list-style-type: none"> <li>The students will work together to make their own definition of a citizen as a table group and read it aloud to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li><i>Students will work in small groups so they all get to participate in constructing the definition, students who are struggling can rely on their group members to help.</i></li> </ul>
Activity 1 <b>What communities are you apart of?</b> <i>3 minutes</i>	<ul style="list-style-type: none"> <li>As a whole class I will ask students to list different communities they are a part of and I will write them on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be asked to brainstorm communities they are a part of, such as classroom, family, Michigan etc, and write them on their individual white boards.</li> </ul>	<ul style="list-style-type: none"> <li>All students will write on their own white board, I will walk around the classroom and help those who do not understand or cannot think of one. Writing all the responses on the board will let each child feel as if they contributed and learn about different communities they may not know about.</li> </ul>

Transition <i>1 minute</i>	<ul style="list-style-type: none"> <li>The next activity does not require a physical transition; I will simply prompt the activity by saying now that we know what a citizen is and where we might be a citizen were going to talk about what makes a good citizen. Teach them hand signals for good and bad citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Students will remain seated; the conversation will still be whole group but will change from communities to good citizenship. They will also practice the hand signals to make sure they understand.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Activity 2 <b>Good citizen vs. bad citizen</b> <i>5 minutes</i>	<ul style="list-style-type: none"> <li>I show pictures on the elmo of citizens and ask the students whether these are acts of good or bad citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Students will view the pictures and with a hand signal tell me if the photo demonstrates good or bad citizenship. I will then call on a student from each viewpoint and have them explain their answer.</li> </ul>	<ul style="list-style-type: none"> <li>I will describe what is happening in the picture so it is clear to all students.</li> </ul>
Transition <i>1 minute</i>	<ul style="list-style-type: none"> <li>Turn the elmo off and go back to a whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The students will stay seated and listen to the instructions for the next activity.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Activity 3 <b>Describe a good citizen</b> <i>5 minutes</i>	<ul style="list-style-type: none"> <li>I will ask the students to list words that describe a good citizen or activities that a good citizen might do. I will write their responses on the white board.</li> </ul>	<ul style="list-style-type: none"> <li>The students will be called on to list their examples and descriptive words.</li> </ul>	<ul style="list-style-type: none"> <li>I will prompt this discussion with my own examples to help clarify the activity to all students.</li> </ul>
Transition <i>1 minute</i>	<ul style="list-style-type: none"> <li>I will hand out a white sheet of paper and ask students to get out drawing materials.</li> </ul>	<ul style="list-style-type: none"> <li>Students will get out crayons, markers or colored pencils.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Activity 4 <b>Good citizen example.</b> <i>8 minutes</i>	<ul style="list-style-type: none"> <li>I will show the students an example I drew and then circulate the room answering questions and viewing student responses.</li> </ul>	<ul style="list-style-type: none"> <li>Students will draw their own picture of an act of good citizenship and write down what act they are drawing, what community it is for,</li> </ul>	<ul style="list-style-type: none"> <li>The example will demonstrate how to correctly complete the activity. I will be walking around the room to help individual students that need</li> </ul>

		and why it demonstrates good citizenship.	extra instruction.
<b>Conclusion:</b> <b>Good Citizen Award.</b> <i>2 minutes</i>	<ul style="list-style-type: none"> <li>I will give the students blank good citizen awards and explain to them they can hand them out to classmates, family, or friends when they perform an act of good citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Students will hand out these awards whenever they see someone being a good citizen.</li> </ul>	

**c) Out-of-school learning opportunities to expand and enrich the curriculum outside of class (home assignment):**

At the end of the lesson I will give students a *Good Citizen Award*. They are required to observe the citizens in their communities and if they see someone being a good citizen they will fill out their award and give it to that person. This will require student to be aware of acts of good citizenship going on around them and to be a good citizen themselves in hopes to get an award from one of their peers.

**Part V: Post-Teaching Reflection (15 points)**

**a) Reflection:**

After teaching my lesson I realized the importance of this assignment. While I was writing my procedures table I was questioning why I had to write a what I would be doing, what my students would be doing, and what special accommodations I would use for every part of the lesson and transition but when you are up in front of the classroom it is easy to

lose focus of your lesson. Being very new to teaching I do not yet have the classroom management skills or the basic teacher instincts to handle a classroom on my own but this planning guide helped me to use concepts or ideas I never would have thought of it it was not for this guide.

After teaching my lesson and talking it over with my mentor teacher I was able to determine what areas of my lesson were strong and weak and which areas of my instruction were strong and weak. Based on my feedback the strengths of my lesson were all the visuals and examples I used and that I related the topics to the student's lives making a personal connection and therefore making the topic more meaningful to them. The weaknesses were that I did not involve all students in all parts of the lesson. In order for all students to be engaged as teachers we must feel as if their ideas and opinions are heard and while we cannot listen to 26 different voices on each topic we must find a way to make sure they are all involved and heard whether it is a think, pair, share with a partner or writing down your ideas to turn in later students need to feel that they are contributing to their learning. Some of the strengths of my teaching were that I called the students by name, and I circled the room during their activity to make sure they all understood the assignment and to help students that were not doing it correctly or had questions. My weaknesses were that I did not always explain directions before moving on to the next part of the lesson and giving the students more wait time to think about questions before giving them the answer. This is something that I noticed in our microteaching activity that a lot of young teachers do. They want their students so badly to know the correct answer that they tell them instead of giving them time to think about it for themselves. These are two things that after they were

pointed out to me I realized my flaws and I will work hard in the future to make sure these are strengths of my next lesson.

If I were to do this lesson again I would find away to engage all students in each part of the lesson to make sure they are actively learning and participating. Also I would show more examples of good citizenship that do not include helping people but just being a good person such as listening to directions when the teacher is speaking, being respectful of classroom materials, or being kind to everyone. I would also do a follow up on their *Good Citizen Award* activity where each student would write a journal explaining who they gave their award to and why, if they received an award what was it for, or if they did not what can they do in the future to make sure they receive an award.

Each time I am in front of the class I feel I learn more about teaching. You can only learn so much from observing and you can say you want to be the perfect teacher and do a million things at once but it does not matter until you are actually up there doing it. Another thing I learned about teaching from this lesson is the importance of lesson plans. Although the students were learning about communities in social studies when I taught my lesson they were learning about maps not about good citizenship so my lesson seemed somewhat out of place and did not flow with the current curriculum. So in my classroom I will make sure that all my lessons are sequential that one ties to the next is one way or another to insure that my students can build upon their prior knowledge to learn the next topic. Overall I thought the execution of my lesson went well. There are things I would change in my instruction and my lesson itself but hopefully those flaws will be more apparent to me in future lesson plans thanks to this experience. I look forward to teaching in front of the

classroom next semester and will use the things I have learned in this class to make each lesson I teach better than the last.

**b) Cooperating teacher evaluation:**

TE401 Field Based Lesson

Fall 2011

## CT FEEDBACK FORM for Social Studies Teaching

Names of Senior(s) Stephanie ScheldtCollaborating Teacher Debbie Mangopoulos School Midway Grade 2Date 12/1/11

COLLABORATING TEACHERS: Please complete this feedback form for the lesson that your MSU seniors plan and teach in your classroom. You may evaluate the seniors as a team (if they team teach the lesson) or individually, as long as each senior is evaluated on the social studies lesson he or she plans. Seniors need to turn in this form in order to get credit for teaching the lesson in your classroom. If you prefer to type up your comments, please ask your seniors to email you an electronic copy of the feedback form.

1. Strengths of the lesson (content, activities, active student involvement, management, etc.):

- \* You had students justify their answers
- \* called students by name
- \* engaged students in discussion

2. Areas of improvement?

- ~ put boards away so focus is on you
- ~ give directions then tell them to get supplies
- ~ maybe have students Do (Think Pair, Share)
- ~ call on students who don't have their

3. Specific comments about seniors' preparation and planning for this lesson:

- \* good use of visuals 😊 interesting
  - \* neat wind up of lesson topic
  - \* making connections with students
- and activities going on at school!

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TE401 Field Based Lesson

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4. Specific comments about classroom management:

walked around monitored students progress

5. Specific comments about the social studies content of the lesson:

very engaged activity

6. Specific comments about building on students' prior knowledge (i.e., did the seniors seem to incorporate what they learned from the "seeing student thinking" assignment?):

Made many personal connections to the content.

7. Comments about supporting students with special needs/students of varying backgrounds:

Very visible - asked for clarification

8. Other comments, reactions, questions: (for both the seniors and for this assignment in general)

good wrap up and use of activity

Thank you so much for providing seniors the opportunity to teach the lessons and for providing feedback