

EDU 400 – Lesson Plan 4 – Social Studies – 1/29/2021

<b>Grade:</b> 1 <sup>st</sup> Grade		<b>Subject:</b> Social Studies																									
<b>Materials:</b> - PowerPoint - Holiday Matching Cards (all materials are pictured at the end of the lesson plan)		<b>Technology Needed:</b> - Teacher Computer - Projector																									
<b>Instructional Strategies:</b> <table border="0"> <tr> <td><input checked="" type="checkbox"/> <u>Direct instruction</u></td> <td><input checked="" type="checkbox"/> <u>Peer teaching/collaboration/cooperative learning</u></td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input checked="" type="checkbox"/> <u>Visuals</u></td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> <u>Direct instruction</u>	<input checked="" type="checkbox"/> <u>Peer teaching/collaboration/cooperative learning</u>	<input type="checkbox"/> Guided practice	<input checked="" type="checkbox"/> <u>Visuals</u>	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> Graphic organizers	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> PBL	<input type="checkbox"/> Lecture	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Modeling	<input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <table border="0"> <tr> <td><input checked="" type="checkbox"/> <u>Large group activity</u></td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input checked="" type="checkbox"/> <u>Pairing/collaboration</u></td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> Explain:		<input checked="" type="checkbox"/> <u>Large group activity</u>	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input checked="" type="checkbox"/> <u>Pairing/collaboration</u>	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<b>Standard(s):</b> <i>H.K_2.1</i> – Compare perspectives of people in the past to those of people in the present. <i>H.K_2.2</i> – Describe national holidays or days of observance in the United States and explain the reason they are celebrated.		<b>Differentiation:</b> <b>Below Proficiency:</b> Students who are below proficiency will be partnered with a peer who is at or above proficiency in order to provide peer support. <b>Above Proficiency:</b> Students who are above proficiency will be asked to think of additional characteristics of holidays in the matching game. <b>Approaching/Emerging Proficiency:</b> Students who are approaching the proficiency level will be able to successfully sort the holiday matching cards.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li><b>Visual:</b> The PowerPoint and Cards include pictures that help to describe the holidays.</li> <li><b>Auditory:</b> All direction and information conveyed to students will be done verbally.</li> <li><b>Kinesthetic:</b> Students will be able to get up and move close to their partners and will be able to move around a desk while they sort the cards.</li> <li><b>Tactile:</b> The matching game cards serve as a physical object for students to move around and manipulate with their hands.</li> </ul>																									
<b>Objective(s):</b> - By the end of the lesson, students will know what some of the primary American holidays are and why we celebrate them through exploration of holidays and their attributes.  <b>Bloom's Taxonomy Cognitive Level:</b> - Remembering – Understanding -																											
<b>Classroom Management (grouping(s), movement/transitions, etc.):</b> - Students will be partnered with a peer who sits close to them to minimize transition time from group work to partner work. - Come back to me in 5 – 4 – 3 – 2 – 1. - 1 – 2 – 3 Eyes on Me (1 – 2 Eyes on You). - At the end of science, we move on to specials which means students need to prep their area, backpack, and snow gear so they can be ready to go home right after specials end.		<b>Behavior Expectations (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.):</b> - Students are expected to work with their partner using kind language. - Students are expected to raise their hand in order to answer questions. Blurred answers will not be acknowledged. - Voice levels of 0 are expected when the teacher or a peer is speaking.																									
<b>Minutes</b>	<b>Procedures</b>																										
1	<b>Set-up/Prep:</b> - Prep the power point to be projected onto the board. - Print and cut out 7 sets of Holiday Matching Cards.																										
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - There are many different holidays that we celebrate throughout the year. Let's think about different holidays we know, and then raise our hands when we have a holiday in our mind. (call on students until they cannot think of more). - Today we are going to learn more about different American holidays and why we celebrate them.																										
2	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> - Holidays are days that have a celebration that many people celebrate. - Some holidays are only celebrated in certain places.																										
15-20	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> - Go through the American Holiday PowerPoint. After each slide, ask students if this is a holiday they remember celebrating and if so, how their family celebrates it. (call on two students per holiday)																										

	<p>- Now that we have learned about different holidays and why we celebrate them, we are going to play a sorting game. I will partner you up with a friend and it will be your job to sort these Holiday Matching Cards into the right groups. There are six different holiday cards. Each holiday card will have two cards with either words or a picture that helps to represent what the holiday is about or how we celebrate it. (sort students into groups and hand out the cards)</p> <p>- If a group finishes sorting early, they can think of more attributes for holidays.</p> <p>- When all students are done sorting, each group will share the two attributes they paired with one of the holidays. Once they finish sharing, they need to stack their cards and put the paper clip back on them.</p>
5-10	<p><b>Review (wrap up and transition to next activity):</b></p> <p>- Let's think about what our favorite holiday is, how do we celebrate it? What is the purpose of the celebration?</p> <p>- Now, we need to make sure our desks are cleared. Dismiss the front row and two of the middle row to get their back packs, the rest can be dismissed to collect their mail from their boxes.</p> <p>- They will then line up, hand sanitize, and be ready to go to gym.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b>  <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b>  - Are students able to correctly sort their Holiday Matching Cards?</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b>  - Are students able to complete the holiday assessment pictured at the end of the lesson plan?  - Assessment will be graded based on correct answers.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Overall, I was pleased with how this lesson went. Not only was this lesson taught after 2:00 pm (when students typically begin to lose rapidly lose their ability to focus) but it was also Friday, so students were maxed out from the week. In addition to this, Mrs. DeGree was observing this lesson, so this added a whole new level of pressure for me as the teacher. Fortunately, the students were very well behaved for my lesson and I think that the movement included in my lesson really helped to give students an outlet for any pent-up energy.</p> <p>Students were able to give multiple wonderful answers about how their families celebrate the six different holidays discussed. One point of confusion did arise when looking at the slide for the Fourth of July. When I asked the students if anyone knew what holiday fireworks are used to celebrate, one student very confidently raised their hand and answered with 'new years'. For a second I was confused as to how this student came up with this answer, but then I thought about how they would have celebrated New Year's much more recently than the Fourth of July. Lighting fireworks is one way that many people celebrate both of these holidays, so this answer made more sense.</p> <p>An addition I could make to this lesson would be to print off a Holiday Matching Cards sorting key. This could simply be a copy of the cards before they are cut apart. This way, when students felt that they had all of their cards sorted correctly, they could self-check. This would allow me as the teacher greater freedom to continue moving around the classroom as students complete their sorting of the cards rather than having to spend time checking each groups work.</p> <p>I would like to make several changes to this lesson in regard to the Holiday Matching Cards. One change I would make to them would be to print the cards out in color. I unfortunately do not have access to a color printer, so when I printed the cards out, they were in black and white. I used different colored markers to help try and liven them up a bit, but I think that it only helped a little. Another change I would make to the cards would be to print them out onto cardstock. I printed them onto standard printer paper and as a result they were a far more bendable than what I would have liked. While cutting these cards out, it would have been more efficient (and precise) to use a paper trimmer board. I used a scissor which took considerable time and resulted in cards that were not 100% uniform in size. I would also want to laminate these cards. This way, the cards could be used multiple times with little to no wear and tear. I think that, by printing the Holiday Matching Cards in color on cardstock and then laminating them, a more engaging manipulative would be created for students to use.</p>	

Holiday Matching Cards

Martin Luther King Jr.  
Day



**Civil Rights**

Presidents Day



**George  
Washington  
and  
Abraham Lincoln**

Independence Day  
or  
4<sup>th</sup> of July



**Declaration  
of  
Independence**

Labor Day



**Workers**

Veterans Day



**People  
in the  
Military**

Thanksgiving



**Harvest**



### Martin Luther King Jr. Day

- 3rd Monday of January
- This holiday celebrates the life and accomplishments of Martin Luther King Jr. who was an influential civil rights leader.
- This holiday was first celebrated in 1983. (38 years ago)
- Today, we celebrate this holiday by learning more about what Martin Luther King Jr. believed and about the things he did.



### Labor Day

- 1st Monday in September
- This holiday celebrates all of the American workers who help others.
- Some of these workers are teachers, doctors, nurses, inventors, scientists, firemen, police officers, and postal workers.
- The first time this holiday was celebrated was in 1887. (134 years ago)
- This holiday is usually celebrated with parades and outdoor gatherings.



### Presidents Day

- 3rd Monday in February
- This holiday is a celebration of George Washington and Abraham Lincoln. Who were our first and our sixteenth presidents.
- This holiday was first celebrated in 1885. (136 years ago)
- Today this holiday is sometimes celebrated by eating cherry pie.



### Veterans Day

- November 11
- This holiday give honor and recognition to all veterans, both those who are living and those who have passed away.
- People who are in the military are veterans.
- First celebrated in 1919. (102 years ago)
- We celebrate this holiday by thanking veterans for their service and by flying American flags.



### Independence Day/ The 4th of July

- July 4th
- This holiday celebrates the day the Declaration of Independence was approved.
- This holiday was first celebrated on July 4th, 1777. (244 years ago)
- In American today, we celebrate this holiday by lighting fireworks and wearing clothes that have the same pattern as the American flag.



### Thanksgiving

- 4th Thursday in November
- This holiday celebrates the harvest.
- The first time this holiday was celebrated was in 1621 between the English colonists and the native Americans who lived in Plymouth. (400 years ago)
- Today some people celebrate thanksgiving by having a big supper with turkey and other fall vegetables or by spending time with family.



# Holiday Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_/\_\_\_\_

## Special Days Baseline/EOY Summative

SST-01.2.03 – Identify the people and events honored in United States holidays.

1. What holiday celebrates America's Independence?



2. Which holiday celebrates presidents who lived long ago?



3. Why is Martin Luther King Jr important?



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_/\_\_\_\_

4. Who celebrated the first Thanksgiving?



5. Who do we honor on Veteran's Day?



6. Who do we honor on Labor Day?

