

Lesson Plan Template
Date: 1/28/2020

Grade: 2 nd		Subject: Social Studies	
Materials: Roles and Responsibilities of Leaders PowerPoint, Brain Pop Jr Video: Rights and Responsibilities of Leaders, whiteboard		Technology Needed: Computer and Projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard C.K_2.1 Explain reasons for, and purposes of, rules, laws, and positions of authority.		Universal Design for Learning Below Proficiency: Students who are below proficiency will have difficulty engaging in the discussions about leaders and their roles and responsibilities. To help these students reach proficiency, I will have them listen in and discuss with students who are actively participating. Above Proficiency: Students who are above proficiency will have a deeper understanding of leadership roles and responsibilities. In order to challenge these students, I will prompt them to go more in depth with their answers by giving examples. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will be able to see the video and PowerPoint. • Auditory: Students will listen to the video, instruction, and their peers during discussion. • Kinesthetic: Students will walk to the front of the room • Tactile: n/a 	
Objective By the end of the lesson, students will explain why we need home, school, and community leaders and what their roles are by giving concrete examples of what each type of leader does. Bloom's Taxonomy Cognitive Level: Understanding			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be seated at the front of the room on their dot spots. • I will use call backs as needed to regain student attention. • I will use countdowns to signal transitions. • I will use positive reinforcements to let students know how they should be acting. 		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will raise their hands to answer questions or make comments. • Students will not interrupt or distract others. • Students will use an appropriate voice level during discussion • Students will have a 0 voice level during instruction • Students will be respectful of others' personal space 	
Minutes	Procedures		
	Set-up/Prep before lesson: <ul style="list-style-type: none"> • I will need to have the Brain Pop Jr. video and PowerPoint ready to go. 		
6 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Thank you for joining me at the front of the room, second graders! • We are going to be looking at what it means to be a leader. Leaders have certain rights and responsibilities! • First, let's check in with Moby and Annie to see what they have to say about rights and responsibilities. 		
5 minutes	Explain: (teacher-led) <ul style="list-style-type: none"> • What is something you learned about rights and responsibilities from Moby and Annie? • Alright learners, let's take a look at some roles and responsibilities of leaders in our home, school, and community. <ul style="list-style-type: none"> ○ Who do you think are leaders in your home? ○ What about our school? ○ How about the community? • Go through list of leaders on PowerPoint slide 		

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<p>10 minutes</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • Parents: <ul style="list-style-type: none"> ○ Mrs. Allen is a parent! ○ These are my parents! ○ What roles and responsibilities do parents have in your lives? ○ Why do we need parents? • Teachers: <ul style="list-style-type: none"> ○ I'm a teacher, and so is Mrs. Allen, and many other adults in our school. ○ What roles and responsibilities do teachers have? (turn and talk) ○ Why do we need teachers? • Principal: <ul style="list-style-type: none"> ○ Who is our principal? (Ms. Mertz) ○ What roles and responsibilities does she have? (turn and talk) ○ Why do we need principals? • Mayor: <ul style="list-style-type: none"> ○ Who is our Mayor? (Steve Bakken) ○ What roles and responsibilities do you think he has? (turn and talk) ○ Why do we need a mayor? • Governor: <ul style="list-style-type: none"> ○ Who is our governor? (Doug Burgum) ○ What roles and responsibilities do you think he has? (turn and talk) ○ Why do we need a governor? • President: <ul style="list-style-type: none"> ○ Who is our President? (Donald Trump) ○ What roles and responsibilities do you think he has? (turn and talk) ○ Why do we need a president? <p>* Allow for a quick stretch break if needed to keep engagement*</p> <ul style="list-style-type: none"> • Ok learners, why do we think it's important to know about these kinds of leaders? <ul style="list-style-type: none"> ○ Let's take some time to think. ○ Who else do you think can be a leader? (other occupations, etc.) ○ Could you be a leader? <ul style="list-style-type: none"> ▪ How? (In class, at home, etc.)
<p>4 minutes</p>	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Weren't we researching some leaders just yesterday? • Thinking about the people you were interested in from the research, do any of them fit the kinds of leaders we just talked about? • Could it be possible that they were more than one kind of leader? So, could they have been parents and teachers as well as community leaders? • Could it be that many kinds of leaders are the people who change our communities and the world? • Hmm.... We should keep that in mind as we continue researching our historical figures.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) • Student answers to questions • Student discussion during turn and talks 	<p>Summative Assessment (linked back to standard, END of learning)</p>

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Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Went well:

Something that went well during this lesson was initial student engagement. They were especially interested when I showed them pictures of my parents on the "Parents" slide. Showing students my parents made the content more relevant and also gave students another insight into my life. Because this is my first week of practicum with these students, letting them get to know me is incredibly important and will benefit both them and me for the rest of my practicum experience.

Students Learned:

Students learned the roles of a mayor, governor, and the president. They were already aware of the roles of parents, teachers, and principals. I know this because students were quick to answer questions about parents, teachers, and principals, but were struggling to answer questions about mayors, governors, and presidents.

Students were also able to expand their knowledge of parents, teacher, and principals. The information they gave me about these types of leaders were correct, but we worked together to learn about roles of these people that students many not have considered before.

Another thing students learned was *why* we need these leaders in our lives. The main focus of our conversations were around safety and how we would not have a country, state, city, school, or home that works without these people. Students quickly began suggesting ways that these leaders keep us safe.

At the end of this lesson, students reflected on ways that they could be leaders in their classroom and school. Students said that they could be leaders in their classroom and school by being kind, respectful, responsible, and safe.

Changes:

If I could make any changes to this lesson, I would start by adding an activity. If students were able to act out the roles we discussed, they would have had a better understanding of the roles of leaders.

Another thing I would change about this lesson would be to add movement. The format of this lesson was lecture style, which did not work well for second graders. They needed movement breaks. I could have incorporated stand and stretch breaks every so often to keep students engaged.

Something else I would change about this lesson would be to check for background knowledge. As we were discussing the differences between a mayor and a governor, I mentioned that they have similar jobs, but one is in charge of a city and the other is in charge of a state. My students struggled with understanding the difference between a city and a state. Having a map or some other visual with me to show the difference between a city and a state would have helped students understand this concept. Also, checking their background knowledge on this topic would have helped me ease into discussing the roles of mayors and governors, which would have lessened student confusion.