



Lesson Design Template: Simplified for Teaching

Teacher Candidate	Rebecca Chung
Title of Lesson	Working Together in Our Classroom Community
Grade	Kindergarten
Subject	Social Studies (integrated with Visual Arts)

3. Learning Targets – What are the objectives for the lesson?

3.3 – Cite the EALRs/standards using the numbers and text. Usually limit the lesson to 1 – 2 EALRs.

1. CIVICS: The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.
2. VISUAL ARTS: The student communicates through the arts (*dance, music, theatre, and visual arts*).

3.4 – Cite the corresponding GLEs/performance expectations using the numbers and text.

CIVICS:

- 1.2 Understands the purposes, organization, and function of governments, laws, and political systems.
- 1.2.2 Understands the purpose of rules in the classroom and school.

VISUAL ARTS:

- 3.2 Uses visual arts to communicate for a specific purpose.
- 3.2.1 Remembers that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.

3.5 – Cite the objectives (skills or concepts) for the lesson. What do you want students to think, know and/or be able to do at the end of the lesson? They need to be aligned with the GLEs/performance expectations and EALRs/standards.

The objective for Social Studies is that for students to know that classroom rules are important so that everyone can learn and be safe.

The objective for Visual Arts is that for students to be able to draw pictures that describes or shows connection with the written classroom rules. The arts clearly communicate to the audience the purpose of community.

3.11 - Academic Language – What key vocabulary (content-specific terms) do you need to teach?

Community – a social group of any size that shares common characteristics or interests. Some examples are school, home, church, locality, government, cultural or historical heritage, religion.

Cooperation – be able to work or perform a specified action or activity together

4. Lesson Assessment – How will students demonstrate their learning?

4.4 – In what ways will the evidence document student achievement?

Each student will complete a personal booklet called 'My Classroom Community.' It consists of rules already typed out on each page and drawings done by students.

4.5 – How might you modify your assessment(s) for the students with whom you are working?

For ELL's, translate the typed rules into their first language. The rules will be written in both English and their first language. Also, provide more visuals by giving more samples (already made picture that shows the given classroom rule).

For IEP's, provide a routine schedule so that they can see and feel prepared for what's coming.

For both, it is critical to go over the written rules and read together.

4.6 – How will students be able to reflect upon and self-assess their learning?

Students will draw a star (*) next to their most accomplished and best work.

"Place a star next to the one that you think it shows your very best work."

4.7 – To what extent are your assessments aligned with your objectives?

The assessments show that the purpose of classroom rules is to build a functioning community where everyone can learn and be safe.

4.8 – Complete the following table to highlight what the students will do to demonstrate competence specific to learning for this lesson.

Description of <u>formative</u> assessment activity	Evaluative criteria	What the assessment is designed to assess	Feedback to students
During partner sharing, teacher will go around the room and check their progress. Also, during group discussions, teacher will act out and model behaviors and students will determine if it's right or wrong.	Teacher will check if students are actively participating during group discussions and partner sharing.	The assessment is designed to assess students' understanding of different ways of building a community.	Teacher will provide few ideas if students cannot come up with different ways of building a community. She will also give comments and help lead them into further in-depth discussion, if necessary.
Description of <u>summative</u> assessment activity	Evaluative criteria	What the assessment is designed to assess	Feedback to students
At the end of group discussion and partner sharing, students will work on their personal booklet called 'Working Together in Our Classroom Community.'	<p>Tell students what the teacher is looking for in their booklet.</p> <p>Concept: 0-4 Does the student's drawing fully explain the given classroom rule?</p> <p>Creativity: 0-4 Does it look like the student put a lot of effort into his/her booklet? Is there something particularly special about the booklet?</p> <p>Presentation: 0-4 Is the booklet presentable in good</p>	Same as above.	Students will be given teacher's written comments and stickers for a job well done.

	condition? Is the student's booklet look completed (shows at least 3 complete drawings)?		
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5. Instructing and Engaging Students in Learning – What will happen in the lesson?

5.5 – Describe the sequence of steps in the lesson in the following table. General lesson sequences may be more directive (e.g., ITIP) or open (constructivist). Whatever design is used, the lesson needs to be explicitly outlined.

Complete the following table:

- Provide an estimate of time.
- List the sequence of the various learning experiences in the lesson.

Time	Learning experiences
5 mins.	<p>Open a discussion about what it means to be a community. "What does the word community means to you?" Write down student answers on board for visual help. Then, discuss what it means to cooperate. "What does the word cooperate means to you?" Write down student answers on board. Discuss about personal stories and other places. Examples: School, classroom, home/family, government.</p> <p><i>*NCSS: meaningful – in-depth, extensive, and reflective understanding and critical thinking from students.</i></p> <p><i>*NCSS: integration – of personal stories.</i></p>
8-10 mins.	<p>Go over classroom rules.</p> <ol style="list-style-type: none"> 1. I will help my friends when they need it. 2. I will put my supplies back when I am done using them. 3. I will raise my hand when I have something to say. 4. I will listen when someone is talking. 5. I will sit with my legs criss crossed when I am in a group. 6. I will walk in the classroom and hallways. 7. I will push my chair in when I leave my desk. 8. I will throw my garbage in the trash can. <p>Discuss why each rule is important. "Why is it important? How does this rule help our class become a cooperative community?" Talk about kindness, respect, responsibility, & safety. Act out and model some examples of what's okay and what's not.</p>
2 mins.	<p>Turn and talk to your partner one classroom rule. Teacher walks around and checks student progress. Then, bring the class together and share.</p> <p><i>*NCSS: active learning – students are actively participating through sharing.</i></p>
10-15 mins.	<p>Students draw/color on provided booklets called 'Working Together In Our Classroom Community.' Let students know what to draw in for each rule. Show your own examples as models. After students are done, they can draw a star on the one rule and picture that represents their best work. They can also share their work with their partners and at home. Unfinished work can be done at another time or at home.</p> <p><i>*NCSS: integration – of visual arts with social studies.</i></p> <p><i>*Students can always go back to the booklet for reference.</i></p>