

## LESSON PLAN TEMPLATE

Name: Gina Gerard  
Subject/Topic: Social Studies

Lesson Date: N/A  
Grade: 2<sup>nd</sup>

### Central Focus of Lesson/Learning Segment: U.S. Symbols

**Standards:** (NYSS Framework) 2.3d Symbols of American democracy serve to unite community members.  
– Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.

### **Academic & Content Language:**

**Not all lessons include syntax and discourse**

<b>Vocabulary:</b>	<b>Language Function(s):</b>	<b>Syntax (rules):</b>	<b>Discourse Demands (how are students <i>WRITING</i> or <i>SPEAKING</i> about the content of the lesson):</b>
-Individual U.S. symbols	Name Explain		Students will be verbally stating the names of the different U.S. symbols, and what they represent.

### **Objectives** (list and number):

1. Students will name different U.S. symbols.
2. Students will explain the meaning of different symbols.

### **Assessments** (match to objectives; attach any assessment activity/sheets):

1. Students will label the different U.S. symbols on their worksheets (10/13), (Lincoln Memorial, Constitution, American Flag, Statue Of Liberty, Liberty Bell, Washington Monument, White House, Supreme Court Building, Capitol Building, Bald Eagle, Uncle Sam, George Washington, 4<sup>th</sup> of July).
2. Students will choose three symbols and explain what they represent (3/3).

**Materials** (Attach copies of ALL worksheets or other print materials; include PPT or SMARTBoard app, etc): American Symbols Premium Bingo Game (cards, chips), pencils, worksheet, cut-out pictures of the symbols (used in Lesson 5), word bank sheet

### **Technology** (list the tech you are using):

**I tested the technology with the equipment being used:** \_\_\_\_\_ (date)

**Internet Sources** (if any): Links for the pictures on the worksheet can be found in Lessons 1-5

### **Teaching Models** (check one or more):

☒ Direct Instruction      ☐ Cooperative Learning  
☐ Discussion      ☐ Inquiry

**Teaching Strategies** (What approaches will you take? What are **YOU** doing?): Activating Prior Knowledge

**Learning Tasks** (How will students be actively involved? What will **THEY** be doing?): The students will be playing a Bingo game, and they will be completing a worksheet.

**Grouping** (check one or more):

<input checked="" type="checkbox"/> whole group	<input type="checkbox"/> small group homogeneous
<input type="checkbox"/> flexible	<input type="checkbox"/> small group heterogeneous
<input type="checkbox"/> pairs	<input checked="" type="checkbox"/> Other (describe): Individual

Explain how you will organize groups and why: Students will listen to instruction as a whole group so that everyone hears the new material, and we will play Bingo as a whole group. Students will however, be playing on their own Bingo cards, so that they all become familiar with the different U.S. symbols.

**Getting Started** (Where will the children be? How will you get them there? Where are the materials?): The students will be at their desks. The Bingo sheets/chips will be on the teacher's desk.

**Procedures** (list every step and include the questions you will ask):

1. **Anticipatory Set:** "For the last few days, we have been discussing different symbols that are important to the U.S., and what they represent. [Review any symbols that students may have struggled with naming on their Bingo sheets from yesterday]. Today, we are going to play a few rounds of Bingo, and then I am going to give you a small packet that you are going to complete. This packet will let me know which symbols we need to discuss more in the future."
2. Play the Bingo game multiple times. Try to let students who may not have won often during the mini unit, win today.
3. When you have finished playing bingo (maybe about fifteen-twenty minutes), ask students which symbols have the most meaning to them/which speak to them. This will give the symbols more meaning to the students, and will be another review for them. Show the pictures of the symbols that the students talk about.
4. **Closure:** Hand out the packet for students to fill in. Tell the students that they need to label the symbols, and then pick three symbols and explain what they represent/symbolize. Explain that we will continue talking about symbols that have meaning to the U.S. in the future, but today was our last day for our mini unit focusing specifically on the symbols. When the students have all completed the worksheets, move on to the next lesson.

**Transitions** (Place in procedures where appropriate. How will you transition to **next** lesson/activity?):

Have the students complete the worksheet at the end of the lesson, and explain that we will continue looking at U.S. symbols in the future.

**Addressing diversity** (How are you addressing the diverse learning needs of students in this class? **You MUST answer at least one of the following questions, but may answer more.** The specific learning needs of your students will determine how you differentiate your lesson):

1. What student, community or cultural assets will you draw upon during this lesson?
2. What UDL principles will you incorporate? Specify what you have done within your lesson to meet **one or more** of these principles.

- Multiple means of representation: (3.1) Activate or supply background knowledge- Activate background knowledge by reviewing any symbols that students may have struggled with the day before.
- Multiple means of action and expression:
- Multiple means of engagement:

3. If you have a student with an IEP, provide the following:

- What **accommodations** will you make (**not changing level** of difficulty- only how student will access and demonstrate knowledge)?
- What **modifications** will you make (**changed level** of difficulty; using IEP requirements and embedding them into classroom instruction)?

~~~~~

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## U.S. Symbols

Directions: Write the name of the symbol on the line next to each picture. Every word in the word bank will be used **only once**.

1.)



---

2.)



---

3.)



---

4.)



5.)



6.)



7.)



8.)



---

9.)



---

10.)



---

11.)



---

12.)



---

13.)



---

Directions: Pick three of the above symbols, and in a complete sentence, explain what this symbol symbolizes (stands for).

1.) Name of Symbol: \_\_\_\_\_

---

---

---

2.) Name of Symbol: \_\_\_\_\_

---

---

---

3.) Name of Symbol: \_\_\_\_\_

---

---

---



Word Bank:

|                   |                        |                     |                         |
|-------------------|------------------------|---------------------|-------------------------|
| Lincoln Memorial  | Constitution           | American Flag       | 4 <sup>th</sup> of July |
| Statue Of Liberty | Liberty Bell           | Washington Monument |                         |
| White House       | Supreme Court Building | Capitol Building    |                         |
| Bald Eagle        | Uncle Sam              | George Washington   |                         |

Word Bank:

|                   |                        |                     |                         |
|-------------------|------------------------|---------------------|-------------------------|
| Lincoln Memorial  | Constitution           | American Flag       | 4 <sup>th</sup> of July |
| Statue Of Liberty | Liberty Bell           | Washington Monument |                         |
| White House       | Supreme Court Building | Capitol Building    |                         |
| Bald Eagle        | Uncle Sam              | George Washington   |                         |

Word Bank:

|                   |                        |                     |                         |
|-------------------|------------------------|---------------------|-------------------------|
| Lincoln Memorial  | Constitution           | American Flag       | 4 <sup>th</sup> of July |
| Statue Of Liberty | Liberty Bell           | Washington Monument |                         |
| White House       | Supreme Court Building | Capitol Building    |                         |
| Bald Eagle        | Uncle Sam              | George Washington   |                         |

Word Bank:

|                   |                        |                     |                         |
|-------------------|------------------------|---------------------|-------------------------|
| Lincoln Memorial  | Constitution           | American Flag       | 4 <sup>th</sup> of July |
| Statue Of Liberty | Liberty Bell           | Washington Monument |                         |
| White House       | Supreme Court Building | Capitol Building    |                         |
| Bald Eagle        | Uncle Sam              | George Washington   |                         |