

LESSON PLAN TEMPLATE

Name: Gina Gerard
Subject/Topic: Social Studies

Lesson Date: N/A
Grade: 2nd

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

Vocabulary:	Language Function(s):	Syntax (rules):	Discourse Demands (how are students <i>WRITING</i> or <i>SPEAKING</i> about the content of the lesson):
Symbol George Washington Uncle Sam 4 th of July	Describe Identify		Students will be verbally stating the names of the different U.S. symbols, and what they represent.

Objectives (list and number):

1. Students will describe what the different symbols in the U.S. represent.
2. Students will identify different symbols (Lincoln Memorial, Constitution, American Flag, Liberty Bell, Washington Monument, Statue of Liberty).

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

1. Students will play the beach ball game and will explain either what a specific symbol represents, or give the name of a symbol that represents a certain ideal and why.
2. Students will sit down while playing the Bingo game when a symbol on their board is called/point to which symbol was called. Have a list of students names, and check 'yes' or 'no' based on if the student correctly points to the symbol that was called.

Materials (Attach copies of ALL worksheets or other print materials; include PPT or SMARTBoard app, etc): SMARTBoard, projector, computer, American Symbols Premium Bingo Game, filled in worksheets from Day 3, checklist, sharpie, beach ball- (Lincoln Memorial, Constitution, American Flag, Liberty Bell, Washington Monument, Statue of Liberty, freedom, independence, etc.)

Technology (list the tech you are using): Computer, projector, SMARTBoard

I tested the technology with the equipment being used: _____ (date)

Internet Sources (if any): https://en.wikipedia.org/wiki/George_Washington - Picture of George Washington
<https://www.radacutlery.com/blog/uncle-sam-history-all-american-fundraising/> -Picture of Uncle Sam

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 game with a beach ball discussing symbols in the U.S., and will also be playing a Bingo game. They will also be reviewing the worksheet they completed on Day 3.

Grouping (check one or more):

☒ whole group ☐ small group homogeneous
☐ flexible ☐ small group heterogeneous
☐ pairs ☒ 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. We will also be reviewing the material 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 on the rug in front of the SMARTBoard. 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:** "Over the past few days, we have been discussing symbols that are important to the United States. We are going to play a game with a beach ball to review the symbols and their meanings."
2. [Transition] Have students move into a circle, so that everyone can be in a location where they can catch the beach ball. The beach ball should have the names of different symbols written on it, as well as different words such as 'freedom' and 'U.S. government.' The students then have to give you either what the symbol represents, or what symbol corresponds with one of the certain words. Students should choose the word that their right thumb is closest to. Example- if a student's thumb lands on 'American Flag' the student would say this flag represents freedom; if it landed on the word 'freedom', the student could say that the American flag is a symbol that represents the freedom we have in the United States. Model this example. Make sure that every student answers at least once question each.
3. [Transition] Once you have reviewed past symbols, have the students move back to the rug and teach new symbols:
 - a. George Washington- Washington helped the U.S. gain independence from Great Britain during the American Revolution, and he was our first president. Washington is a symbol of our independence and freedom.

- b. Uncle Sam- Uncle Sam is cartoon that the U.S. government sometimes uses as a mascot. For example, in our school, some of our posters have the Roadrunner on them in order to get us excited about something that's happening in our school, or to make us feel proud of our school. Uncle Sam is similar; he represents the feeling of pride in the U.S., and the freedom that we have in this country.
 - c. 4th of July- This is the holiday that we celebrate that represents our independence from Great Britain.
 - d. *Show pictures of these symbols on the SMARTBoard.
- 4. [Transition] Once you have taught the three new symbols, have the students move back to their seats to play Bingo. Play Bingo a little differently today. Have the students all stand up with their boards, and when a symbol is shown on their board, they sit down. So for example, if you call the White House, any students who have the White House on their board sit down. When they sit down, have them point to the White House on their boards, so that you know that they know which symbol is which. DO NOT show the cards today under the DocCam. Play this a few times; by playing the game this way, it will allow you to assess whether or not the students can associate the name of the symbol with the picture.
- 5. **Closure:** Have the students review the worksheet that they completed the day before. This will allow them to see if they made any mistakes on the worksheet, and for us to review the symbols again. Explain that we will play Bingo for a few more days to continue reviewing the symbols that we have just learned.

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

Have students go to the rug after they finish the beach ball game.

Have students go back to their seats in order to play the Bingo game.

We will take a look at the worksheets that the students completed on Day 3 in order to see what their mistakes were, and to review the symbols in general.

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: (1.2) Offer alternatives for auditory information- The names of the symbols will be written on the ball, and so students do not have to hear anything in order to play the beach ball review game.
 - 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)?

