**Lesson Plan Template - Classroom Discussions**

***Brigham Young University-Hawaii School of Education***

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| **Teacher:**  Zabrina Peters | **Grade Level & Content Area:**  Kindergarten – Social Studies |
| **Lesson Title:**   * What Is A Good Citizen? | |
| **Materials:**   * **Good Citizen PowerPoint** * **Paper/Whiteboard** * **Pencil/Pen** * **Crayons/Markers** * **Journals** * **Talking ball** | |
| **Common Core State Standards and/or Content Standards:**  **Content Standard SS.K.1.7.3**  Compare roles and responsibilities of self and others at home, at school, and neighborhood settings.  **K.SL.1**  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. | |
| **Lesson Outcomes[[1]](#footnote-1): (1-2 outcomes. NOT more than 3 outcomes)**  1. Students will be able to state one characteristic of a good citizen and draw an example of how they could demonstrate that specific characteristic. Students will write two sentences about the trait they chose and describe the situation they drew. | |
| **Background**:   * Learners: Students are familiar with our classroom rules. They understand that there are consequences when they choose not to follow these rules. Some students may not know what citizens are and will need to be taught that all people are citizens where they live. They all have basic knowledge of right and wrong. They will probably need help with learning what respect and responsibility means. Giving them situations that have to do with respect and responsibility will help them gain a better understanding by explaining the context of the situation rather than just telling them a definition. The characteristics won’t be new concepts, but giving them various situations will help them make a better connection to the words. * Lesson Justification: I will be teaching students the qualities that make a good citizen. It is important to teach students about honesty, respect, caring, and responsibility early on so they may grow up learning the difference between right from wrong. Teaching these qualities will help students to become positive members in their community. Although we have talked about these characteristics before, we have not gone into depth about what they entail. Talking about honesty, caring, respect, and responsibility in more detail will prepare them for future situations and how they make decisions based on these characteristics. Having students think about different careers and activities they like during the anticipatory set will get kids thinking about the character of those individuals and encourage them to want to be better and have those characteristics as well. * Methods Justification: Using classroom discussion will allow students to relate the qualities of a good citizen to their own experiences. Students will be able to deepen their understanding by hearing different ways they could show these characteristics. Giving students a chance to give examples from their own experience will help them analyze the different characteristics and how they can be portrayed. Students will be able to listen to others’ examples and relate to their own experiences or be able to use those examples in their own lives when a similar situation arises. Allowing children to add to the discussion will keep them engaged by having them think back on their own lives and how they handled certain situations. | |
| **Instructional Sequence:**   1. **Anticipatory Set: (Less than 5 minutes, creative, engaging, participative, access prior knowledge. How will you get learners interested and engaged with the lesson? How will you activate and/or assess learners’ prior knowledge?).**   Say: Okay friends, let’s see by a raise of hands, is there anyone that wants to be a police officer when they grow up? (A few students may raise their hands.) I love police officers. They keep us safe and they are responsible for catching the bad guys. Thank you, you can put your hands down. Raise your hand if you want to be a doctor when you grow up. (Some may raise their hands. There may be students that are afraid of doctors because they do not like getting shots.) I am thankful for doctors, they care about us and work hard to keep us healthy. Thank you, you can put your hands down. Raise your hand if you like to play sports like football, basketball, volleyball, or baseball. (There will probably be many hands.) I like playing basketball and volleyball. It’s fun and you have to be honest and respectful when you play sports. Thank you, you can put your hands down. Raise your hand if you have little brothers or sisters or if you have an older brother or sister. (Students may raise their hands.) Older brothers and sisters have to be responsible. The younger siblings look up to them and want to be like them. It’s important for older siblings to do the right things and be a good example.  Differentiation: I will use multiple means of representation by asking kids about possible career options or people they know in certain professions that usually have these particular characteristics. Students may not know some of the characteristics we talk about so we will use examples and situations that demonstrate those traits. I will be able to adjust the questions I ask depending on the level of understanding of each student. I may have to rephrase a particular sentence if a student isn’t able to answer or understand what I am asking. Asking students to think about certain careers or activities will allow students to think about those they look up to or those that possess good morals or qualities.  Assessment: I will be asking questions that get the students thinking about people that demonstrate good character and are honest, caring, respectful, and responsible. I will check for understanding by asking if the people we talk about are generally good or bad. This will let me know if students have a foundation of good morals and can decipher between good characteristics and bad characteristics.   1. **State the Outcomes (Posted and Discussed with students)**   Say: Okay friends, today we will be talking about the things that make someone a good citizen. After the lesson, each of you will be able to tell me two characteristics of a good citizen and in your journals you will draw a picture showing one way you can be a good citizen.  Do: Point to the poster on the board with the four characteristics (Honest, Caring, Respectful, and Responsible) with clipart characters related to each characteristic since kids won’t be able to read written outcomes.   1. **Focus the Discussion** (**Teacher provides a focus for discussion by describing ground rules, asking an initial question, presenting a puzzling situation, or describing a discussion issue).**   Say: Okay friends, while we are talking about things that make a person a good citizen, I want you to think about a time you were a good citizen or maybe a time you saw a friend or family member being a good citizen. If you have something to say what should we do? (answer: Raise your hand.) Yes, raise your hand and I will toss the talking ball to you. (The talking ball is a ball I toss to students that indicates it is their turn to talk. Only the student holding the ball is allowed to talk while holding it. We have used this ball throughout the year, the students are familiar with how it is used.)  Do: Have students sit in a big circle on the mat on the floor in front of the whiteboard.   1. **Hold the Discussion (Teacher monitors students’ interactions, asks questions, listens to ideas, responds to ideas, ensures connections are made and ideas woven together, enforces the ground rules, keeps records of the discussion and expresses own ideas).**   Say: Okay friends, let’s take a look at what good citizens do.  Do: Show pictures of animals hugging.  Say: What are these animals doing?  Do: Call on someone and pass the talking ball. (Answer: hugging)  Say: They are hugging! They are being kind to each other. Good citizens are kind to others. \_\_\_\_\_, how does it make you feel when someone is kind to you? (Expected answer: Makes me feel good/happy.) I love it when people are kind to me.  Do: Show picture of dogs running.  Say: These dogs look like they are running.  Do: Call on someone and pass the talking ball.  Say: \_\_\_\_\_\_, do any of these dogs look mad or sad? (Answer: No. They look happy. They are smiling.)  Say: Yes! It looks like these dogs are racing. Notice how all the dogs look like they are happy and having fun. Good citizens know they don’t always have to be first. Good citizens don’t get mad or upset if they aren’t first place. It’s all about having fun!  Do: Show picture of animals helping each other. Call on someone and pass the talking ball.  Say: \_\_\_\_\_\_, what do you see happening in these pictures? (Answer: A dog lifting a cat up on the counter. A dog holding a bottle of milk for a baby goat.)  Say: This dog is letting the cat stand on its back so it can reach the treats. This dog is holding a bottle of milk for the baby goat so it can eat. Good citizens help each other.  Do: Show pictures of animals smiling. Call on someone and pass the talking ball.  Say: \_\_\_\_\_\_, what are these animals doing? (Answer: smiling)  Say: These animals are smiling and happy! Good citizens see the good in everything. Even if things don’t happen the way you want to or you don’t get what you want, you can still choose to smile and find something to be happy about.  Do: Show pictures of animals clapping. Call on someone and pass the talking ball.  Say: \_\_\_\_\_\_, what does it look like these animals are doing? (Answer: clapping)  Say: They are clapping! Good citizens are happy for others and cheer them on. Remember when we saw the pictures of the dogs racing? If \_\_\_\_\_ beats me in a race, should I tell him/her ‘That’s not fair!’? No, I should tell \_\_\_\_\_\_\_\_, ‘Good job \_\_\_\_\_\_\_! You are so fast!’  Do: Show pictures of animals in costumes. Call on someone and toss the talking ball.  Say: \_\_\_\_\_\_, what do you see? (Answer: Dog dressed up like a bunny/Chicken with sunglasses and shorts.)  Say: These animals are so silly! Good citizens can make others laugh. We should make others laugh and be happy instead of making them sad. \_\_\_\_\_\_ makes me laugh all the time. \_\_\_\_\_\_\_\_, I love that you always (name something positive that student does to make others happy/laugh).  Do: Show picture of cat looking in the mirror. Call on someone and pass the talking ball.  Say: \_\_\_\_\_\_, what do you see? (Answer: A cat looking in the mirror at a lion.)  Say: The cat is looking in the mirror and sees a lion. The cat sees himself as being a big lion. Good citizens believe in themselves. You should tell yourself you can do hard things. Don’t ever give up!  Do: Show pictures of ducklings following their mom. Call on someone and toss the talking ball.  Say: \_\_\_\_\_\_, what do you see? (Answer: The baby ducks are following the mommy duck.)  Say: It looks like the baby ducks are listening and following their mom. Good citizens listen to their parents and their teacher. Whenever you listen to your mom and dad or even me, you are being a good citizen!  Do: Show the slide that says good citizens make the world a better place with pictures of kids and animals standing around the world.  Say: Good citizens make the world a better place.  Do: Show the picture of the child thinking.  Say: How can you be a good citizen? What are some qualities of a good citizen? Raise your hand and I will call on you and I’ll write up on the board some of the qualities that make a good citizen.  Do: Write down responses and try to help guide students to words such as kind, honest, caring, respectful, and responsible. (Acceptable answers: shares, helpful, trustworthy, etc.)  Say: We are going to talk about four specific characteristics of a good citizen. The first one is honesty. What does it mean to be honest?  Do: Call on someone raising their hand. (Expected answer: You tell the truth. You don’t lie.)  Say: Very good. Being honest means doing the right thing, even if it’s a hard thing to do. Can anyone think of a time they had to tell the truth even if it was hard to do or they knew they would get in trouble?  Do: Give wait time. Call on someone raising their hand. Listen to the response.  Say: A long time ago when I was little, I took a candy from the store without paying for it. My mom asked where I got the candy from and I told her that I took it from the store and hid it in my pocket. She was disappointed and sad. I took the candy back to the store and told the cashier I was sorry for taking the candy without paying for it. She thanked me for being brave and bringing the candy back. Even though it was scary taking the candy back because I could get in trouble for stealing, it made me feel good to tell the truth and to do the right thing. The cashier even gave me a sticker for telling the truth and bringing the candy back.  Say: So a good citizen is honest. Another characteristic of a good citizen is caring. Caring means to show kindness to others. Can you think of a time when you were kind to someone you just met?  Do: Give wait time. Call on someone raising their hand. Listen to the response.  Say: I moved to a new school where I didn’t know many people. I remember I was eating lunch by myself when a girl came up to me and asked if I wanted to sit with her and her friends. I was so happy she invited me to eat lunch with them. They ended up being my best friends at that school. So a good citizen is honest and caring. A good citizen is also respectful. Can anyone tell me what respect means?  Do: Call on someone raising their hand and listen to their response.  Say: Respect means acting in a way that shows you care about someone’s feelings. Let’s say your friend just got a brand new toy. It is super cool. You ask your friend if you can play with their new toy. How do you treat that toy? Do you throw it around and break it? (Answer: no). No, that would make your friend sad if it broke. You take care of the toy. You have to think about how you would want your friend to play with your favorite toy. What about if the teacher is talking and your friend is trying to tell you a story? What should you tell your friend?  Do: Call on someone. Listen to the response.  Say: Yeah, you should tell your friend the teacher is talking and to be respectful. You can tell your friend to tell you the story later, but right now you should be listening to the teacher. So a good citizen is honest, caring, and respectful. A good citizen is also responsible. Does anyone know what it means to be responsible?  Do: Call on someone raising their hand. Listen to response.  Say: When you are responsible, you do the right thing all the time. Even when no one is looking. Responsible means taking accountability for your actions. Remember when I stole the candy from the store and my mom asked me where I got it from? I had to be responsible and tell the truth even though I could get in trouble. If you make a wrong choice, you have to accept the consequences and try hard to always do the right thing and help others to make good choices, too. At recess, you see your friend eating a snack and they throw their trash on the ground. What do you do?  Do: Call on someone raising their hand. (Expected answer: You tell them to pick up their trash and throw it away.)  Say: You can kindly tell your friend, ‘Hey. We shouldn’t throw our trash on the ground. We should be keeping our school clean. Can you please throw your trash away?’  Say: These are all great ways we can be good citizens.     1. **End the Discussion** (**Teacher helps bring the discussion to a close by summarizing or expressing the meaning the discussion has had for him/her).**   Say: You all had such good input and stories. So good citizens are honest, caring, respectful, and responsible. Good citizens tell the truth even when it’s hard. This is like when I told my mom the truth about stealing the candy and taking it back to the store to apologize. (OR an example a student shared.) Good citizens care about others and are kind just like the girl that invited me to eat lunch with her when I was by myself. (OR an example a student shared). Good citizens show respect for others. We can be respectful by taking care of things that aren’t ours or being quiet and listening when someone else is talking. Good citizens are responsible. We can be responsible by being good examples and helping others make right choices. (OR an example a student shared.)   1. **Summative Assessment**   I will have students pick one of the four traits of a good citizen and have them draw in their journal a picture showing how they could demonstrate that particular trait and write at least two sentences stating the trait they chose and describing the picture. (A student draws a picture of them doing something that shows they are being honest, caring, respectful, or responsible. They can write ‘I can be a good citizen by being \_\_\_\_\_\_. I can \_\_\_\_\_\_\_\_.’)  The students must:  1. State one of the four characteristics of a good citizen.  2. Draw an example of how they could demonstrate that characteristic.  3. Write two sentences explaining the characteristic they chose and what they drew a picture of.  **Instructional Sequence Differentiation / Formative Assessment Explanation)**  Differentiation: I will use multiple means of representation by having a discussion to allow all students a turn to voice their ideas and opinions. Students will be able to gain a better understanding by using the context of the situations and listening to different experiences from other students. I will use multiple means of action and expression by using the talking ball to keep students engaged and on their toes. I will be able to tailor each question to each students’ level of understanding. I will provide multiple means of engagement by having students sit in a circle so they see their peers and encourage them to talk openly.  Assessment: I will be using formative assessment by asking students to provide situations that give an example of how each characteristic is demonstrated in real life scenarios. By listening to their responses I will be able to determine if students are grasping the concepts and give additional examples if students aren’t understanding.   1. **Debrief the Discussion (Talk about how the discussion went, the process, the learning, what students liked, or didn’t like about the discussion, how it could have been better, etc.).**   Say: \_\_\_\_\_, do you think we all had a chance to talk about our ideas today? (Anticipated answer: Yes. We all had a turn to hold the talking ball.)  Say: \_\_\_\_\_\_(someone that may have gone off topic), were there times we got off topic during our discussion today? Did we talk about other things? (Anticipated answer: Yes, I talked about \_\_\_\_\_\_\_.) Yes. I thought \_\_\_\_\_\_ was really cool, but when we have discussions we have to try our hardest to talk about the things we are discussing like today we are talking about good citizens. Thank you for sharing your ideas!   1. **Closure: (Your closure can also Extend Student thinking. Wrap up the lesson by deepening, extending, or clarifying the focus of the lesson. This is short (less than 5 minutes), participative, and powerful. Students do the intellectual work. Creative and engaging).**   Say: Okay, I am going to give some situations and I want you to turn to your neighbor and talk about two different things that can happen. So I want you to talk about what a good citizen would do in that situation and talk about what a bad citizen would do in that situation.  Say: Okay, guys, listen up. You find a watch on the ground at the playground during recess. Turn to the friend next to you and talk about what a good citizen would do and what a bad citizen would do.  Do: Walk around and make sure students are staying on task and talking respectfully and taking turns sharing. Listen to the responses and pick one response each to share about what a good citizen and bad citizen would do.  Say: I like what \_\_\_\_\_ had to say. \_\_\_\_\_ said (something along the lines of a good citizen would take the watch to a teacher or adult.) \_\_\_\_\_ said (something along the lines of a bad citizen taking the watch home and keeping it.)  Say: Okay, so think about this. Everyone is in a hurry to get in line for lunch. A friend trips and falls down. When I say ‘go’ I want you to turn to your partner and talk about what is something a good citizen would do and what is something a bad citizen would do?  Do: Walk around and make sure students are staying on task and talking respectfully and taking turns sharing. Listen to the responses and pick one response each to share about what a good citizen and bad citizen would do.  Say: \_\_\_\_\_\_ and \_\_\_\_\_\_\_ had good ideas. (Something like ‘They said that a good citizen would go and help that friend up and have them stand in line in front of them. They said a bad citizen would point and laugh. It doesn’t feel good when other people laugh at you right?’)  Say: Okay, you borrow a pencil from the teacher and lose it. Talk to your friend about what could happen next.  Do: Walk around and make sure students are staying on task and talking respectfully and taking turns sharing. Listen to the responses and pick one response each to share about what a good citizen and bad citizen would do.  Say: I heard a lot of people say that a good citizen would tell the teacher the truth. A bad citizen would lie and try to blame another friend of losing the pencil.  Say: Okay last one. You are playing on the playground and someone is being mean to another kid. What could happen next?  Do: Walk around and make sure students are staying on task and talking respectfully and taking turns sharing. Listen to the responses and pick one response each to share about what a good citizen and bad citizen would do.  Say: Good job friends. I heard \_\_\_\_\_ say that a good citizen would tell the person being mean that we need to be nice and ask the kid if they want to play with him/her. A bad citizen would laugh or not say anything. When we see someone doing something they shouldn’t being doing, we should be brave and stand for what is right. We should help others make better choices.  Differentiation: I will use multiple means of action and expression by having students discuss possible results with their peers. Having students practice talking to one another will allow students to work on their speaking skills and be able to gain more understanding from the ideas of their peers.  Assessment: I will walk around to hear the responses between students. I will listen for any responses that aren’t related and ask questions to help students get to a better solution. | |
| **Learning Adaptations:**   * AB has ADHD and has a hard time staying focused. To help keep him engaged, we will use the talking ball which I will toss to each student to give them a turn in speaking. I will try to keep things simple and short as to not lose his attention. I will call on him as needed to keep him focused. | |
| **Questions: (Think of questions relevant to Direct Instruction Model)**   * What questions will you ask yourself before, during, and after instruction to reflect on your teaching practice in general and this lesson in particular? Use *Before, During,* and *After* as subheadings for this section.   Before: Will the students be able to stay on topic? How will I make sure we stay on topic and not get too many off-topic answers.  During: How will I get students to understand respect and responsibility? Are the situations I provide relevant to them? Will they be able to relate to them?  After: Did I effectively teach each student what each characteristic means and how to portray those traits? Is there something I could do better next time to teach these concepts? | |

1. [↑](#footnote-ref-1)