

Lesson Content Page

Name: Hannah Lugar

EDEL 300 Section #3

Grade Level: Kindergarten

Subject: Social Studies

Lesson Topic: Symbols and the American flag

Indiana State Standard: K.2- Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

Indiana State Sub Standard: K.2.2- Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

Teacher's Resources with Annotated Bibliography:

Informational resources:

Sapet, K. (2008). *Political profiles: Barack obama*. NC: Morgan Reynolds Publishing, Inc.

This book discusses the life of President Barack Obama. It also goes into great detail on his job as President of the United States and his family life. I used this book to gain addition background knowledge on the president and to have a greater understanding of his job. (The baby and current picture used throughout my lesson came from this book.)

Ragone, N. *A day in the life of a president*. Retrieved from:
<http://www.netplaces.com/american-government/the-presidency/a-day-in-the-life-of-a-president.htm>

This website discusses what the average day for a president looks like. It has a long list of jobs the President of the United States performs every day. It also discusses how a President's job is never ending. This will give me great additional knowledge that I can add to the virtual book.

Instructional (pedagogy) resources:

Wong, H. & Wong, R. *The first days of school: How to be an effective teacher*. CA: Harry K. Wong Publications, Inc.

This book is loaded with great tips for teaching! The part that I looked at specifically for teaching kindergarten is Chapter 10 (How to Increase Positive Student Behavior). I feel that because kindergarten aged students are striving to be accepted, it is imperative for me to model appropriate and positive classroom behavior. This includes addressing my students by their name, sincerely

appreciating them, being respectful towards them, and creating a fun learning zone by always having a smile on my face.

Copple, C. & Heroman, C. *Teaching and learning in the kindergarten year*. Retrieved from: <http://www.naeyc.org/files/naeyc/file/Play/Ktodayplay.pdf>

This article discussed many difficulties that kindergarten teachers face each year. However, it also offered great advice. From this article, I began to understand the importance of having your day fully planned with backup materials ready. Kindergarten is never predictable!

Your Name: Hannah Lugar

Grade Level: K

Subject/Topic: Symbols and the American flag

IN Standard/Substandard:

- **K.2-** Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.
- **K.2.2-** Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

Lesson Objectives:

- Identify the President of the United States.
- Summarize what the President of the United States does.

Materials/Media: Baby picture of President Obama, Current picture of President Obama, President Obama color sheet, dry erase board and markers, *What Does the President Do?* (virtual book), pictures of jobs with magnets on the back, printed assessments and rubrics, (any other materials needed for accommodating my students), nametags

Motivation: (*Nonlinguistic Representation*)

- I will show the students a picture of Barack Obama as a child (not telling them who it is). I will then ask them to guess who that person is. (*Knowledge Level*)
- I will tell the students to “hold their answer in their mouths” and wait until I say, “pop!” to say the answer.
- If someone answers correctly we will applaud ourselves and I will tell the class his full name and title. (*Reinforcing Effort and Providing Recognition*)
- If no one guesses, I will tell them that it is their mission to figure out who this boy is before we are done.

Goal for learner: Today we are going to learn about the President of the United States! By the end of today, you will be able to tell everyone that you know who the President of the United States is. Okay everyone, on the count of three put on your thinking cap and get ready to learn! 1....2.....3.....!

Procedure:

- New Information:
 - I will show a current picture of President Barack Obama and again ask the students to tell me who they think this man is. (*Knowledge*) I will tell the students to touch their nose quietly when they have the answer, until I say, “go!” and then they will all say their answers simultaneously. (*Nonlinguistic Representation*)
 - If someone guesses correctly the class will celebrate them by snapping three times and then I will tell the class his full name and title. (*Reinforcing Effort and Providing Recognition*)
 - If no one guesses correctly, I will tell the class that he is our President. His name is Barack Obama. You can call him President Obama.
 - I will have the students raise their hand and list different words that describe President Obama. (*Knowledge Level*)
 - I will write these words on the board.

- Guided Practice: (*Homework and Practice*) (*Nonlinguistic Representation*)(*Comprehension Level*)
 - I will give the students a color sheet of President Obama.
 - The students will color their papers according to the descriptions they made.
 - The description list will stay on the board.
 - The students will write “President Obama” above the picture.

- Check for Understanding: (*Questions*)
 - Who is this man? (Pointing to the grown-up picture of President Obama) (*Comprehension Level*)
 - Who is this man? (Pointing to a student’s picture of President Obama) (*Comprehension Level*)
 - Who is this baby? (Pointing to the baby picture of President Obama) (*Comprehension Level*)
 - How is President Obama just like us? (*Analysis Level*)

- New Information:
 - I will ask the students to each think of a job and to raise their hands once they have one in their mind. (*Summarizing*)(*Knowledge Level*)
 - Once every hand is raised, I will tell the student to whisper his or her answer to their table buddy. (*Cooperative Learning*)
 - Next, I will call on several pairs and ask for the jobs they came up with. I will write these on the dry erase board.
 - Next, I will tell the students that the President of the United States has many jobs.
 - I will open the virtual Scholastic book *What Does the President Do?* http://teacher.scholastic.com/commclub/president_activity1/sound-it-out.htm

- I will read this book to the students. After I read each page, I will give the students more examples that they would understand better. (*Summarizing*)
 - Read pg. 1: “President Obama makes rules for the whole country.”
 - Read pg. 2: “President Obama has his own plane!” Who has ridden in a plane?
 - Read pg. 3: “President Obama talks to people from all over the world”
 - Read pg. 4: “President Obama helps to keep our country safe.”

- Modeling: (*Identifying Similarities and Differences*)
 - As I am explaining how to do the “Check for Understanding” the students are to raise their hand if they hear a job that President Obama does (the “checking for understanding”), I will give them a practice question that I answer.
 - “Flies all over the world” (I raise my hand)

- Checking for Understanding: (*Identifying Similarities and Differences*)(*Analysis Level*)
 - I will tell the students that I am going to list specific jobs and they need to raise their hand if President Obama does these jobs.
 - “Teaches”
 - “Talks to people all over the world” (students’ hands raise)
 - “Drives a bus”
 - “Keeps our country safe” (students’ hands raise)
 - “Makes rules for our country” (students’ hands raise)
 - Next, I will hold up the current picture of President Obama and ask the class who it is. (*Nonlinguistic Representation*)(*Comprehension Level*)

- Guided practice: (*Identifying Similarities and Differences*) (*Nonlinguistic Representation*) (*Synthesis Level*)
 - I will project a picture of a table that has two sides labeled “Other Jobs” and “President Obama’s Jobs”.
 - I will give each student a picture of a job (with a magnet on the back).
 - I will tell the students to go up to the dry erase board and put their job where they think it should go.
 - After every student has placed their job, I will start reviewing each one with the class.
 - The students will be directed to raise their hand if they think the job is in the right place.
 - For correctly placed jobs, I will restate that either President Obama does or does not do this job. (*Summarizing*)
 - If the job is placed incorrectly, I will discuss with the students that either President Obama does the job (and will refer back to the text we read) or I will say who actually does the job.

- Practice/ Application: (*Homework and Practice*)(*Identifying Similarities and Differences*)(*Nonlinguistic Representation*)
 - The student will be given a handout. The first part of this is a single question that asks the student to circle the picture of President Obama. (*Comprehension Level*)
 - Next, the students will create their own tables of jobs. (*Synthesis Level*)
 - The printout will have a table along with 6 pictures of jobs (I will tell the students what each picture represents).
 - The table will be labeled with one side saying “Other Jobs” and the other side saying “President Obama’s Jobs”. (I will read this aloud to the students)
 - I will tell the students that they are to cut on the dotted lines (around the pictures of the jobs).
 - Next, they should paste the jobs in the right spot on the table.

- Closure:
 - “Okay class, who have we learned about today?” (*Comprehension Level*)
 class says together President Obama (*Summarizing*) “Good! We know what he looks like and what his jobs are! President Obama makes rules for the whole country, flies around the world in his own plane, talks to people all over the world, and helps to keep our country safe. Now that we know what a president does, who thinks they want to be President of the United States?” (*Evaluation Level*) I will then hand out nametags that say, “Hello, I am...President of the United States”.

- Evaluation of Student Learning:
 - I will use this rubric to evaluate my students’ performance on the practice activity.

Criteria:	Great ✓ + (3 points)	Good ✓ (2 points)	Developing ✓ - (1 point)	Basic - (0 Points)
President Obama was circled.	The picture of President Obama was circled.	n/a	n/a	The picture of President Obama was not circled.
All pictures are pasted on the table.	Every picture was on the table.	1 picture was missing from the table.	2 pictures were missing from the table.	3 or more pictures were missing from the table.
Pictures are in the correction location on the table.	Every picture is in the correct spot on the table.	1-2 pictures are not in the correct spot on the table.	3-4 pictures are not in the correct spot on the table.	5-6 pictures are not in the correct spot on the table.
Total Points	/9			

- Extension:
 - In order to extend this lesson into another day, I will start discussing about where the President of the United States lives.
 - I will tell the students about the White House.
 - Using a map of the United States, I will show the students which state President Obama lives in.
 - Following this discussion (which would involve students brainstorming what is in the white house, me showing several pictures and videos of the white house, and me checking for understanding by asking the students questions), the students will complete another set of tables (guided practice and practice) comparing and contrasting the White House from the common home.

- Accommodations for Students With Special Needs:
 - The practice table can be done on an iPad or computer.
 - The number of choices can be reduced on the practice.
 - The student can complete a version of the practice on IntelliKeys. (The teacher would have to program a test for the student and make the keyboard.)
 - The practice test can be read aloud.
 - I can allow the student more time to complete the practice.
 - I can re-read the assignment.
 - I can place the student in a quiet part of the room.
 - For students with visual impairments, the president can be described and the student can identify who you are talking about. Also, the matching can be done verbally by the teacher saying each job aloud and the student answering whether or not it is a job of the president.
 - As we are reading the story, I can give the student his or her own pictures of the jobs done by the President of the United States.
 - The student can have a “thinking partner” on the guided practice section.
 - Instead of placing their job on the board during guided practice, the student can use a speaking devise such as GoTalk to say their job. (The job given to the student would have to match a button on the student’s keyboard.)

- Accommodations for High Ability Students:
 - Instead of showing pictures on the practice, the students can just have words describing jobs.
 - I will give the student more details about President Obama’s childhood.
 - I will allow the student to read short stories about President Obama and his jobs.
 - I will allow the student to choose which job they think would be easier and tell me why.
 - The student can choose a specific job the president does and do more research on it.
 - The student can draw him or herself as President of the United States.