

# Bethany Lesson Plan Template

Name: Cassie Schroer

Date: February 8, 2016

Time allotted: 20 minutes

Grade level: K-2

Subject: Diversity Activity

Topic / Title: What's your name?

Course EDUC 370

Approved by Cooperating Teacher:

## Introductory Materials

### A. Standards

### B. Objectives

( **Condition** + **Behavior** + **Criteria**) “*At the completion of this lesson, learners will be able to ...*”  
Use observable / measurable terms + strong verbs. **LABEL** the objective as cognitive, affective and/or psychomotor)

At the completion of this lesson students will be able to explore their similarities and differences with the people around them.

### C. Multiple Intelligences Addressed

*Detail if the intelligence is addressed in content, process, and/or product.*

\_\_\_ verbal linguistic

\_\_\_ musical/rhythmic

\_\_\_ visual/spatial

\_\_\_ logical/mathematical

\_\_\_ interpersonal

X intrapersonal

\_\_\_ bodily/kinesthetic

\_\_\_ naturalistic

### D. Assessment plan:

*How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? **LABEL** your assessments appropriately as: **Pre-Assessment, Formative, and/or Summative**. Be sure to answer how will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

Students will be evaluated informally during the game.

### E. Accommodations & differentiation for learners:

*Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?*

For those who speak Spanish you could use some of their words within the game.

### F. Materials / equipment needed:

Teacher: Book

Students: None

**Technology needed:**

Teacher: None

Students: None

**G. Academic language demands and support**

Simon Says, tolerance

**H. Connections to research, theory, and best practices**

**I. Assumptions:**

*What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?*

Most students will know how to play Simon Says.

**J. Anticipated questions & misunderstandings:**

Some students might not know how to play the game Simon Says. You will then have to explain it to those students.

**K. Collaboration:**

*What, if any, resources or cooperative efforts will be involved during planning and/or instruction?*

### Lesson planning of instructional activities & learning tasks

*Detailed planning: Consider writing plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the statement of objective, transitions, the conclusion, and key questions. At the end of each section write the TIME allotted.*

- Explain to students that they will play a version of Simon Says in which only some students will respond to each command.
  - Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.
  - Lead a game of Simon Says. Provide such directions as
    - Simon says "Everyone with brown eyes, stand up."
    - Simon says "Everyone who has a dog as a pet, put your right hand on your head."
    - Simon says "Everyone whose favorite sport is soccer, stand on one foot."
    - Simon says "Everyone who speaks more than one language, jump up and down."
    - and so on. Choose categories appropriate for your students.
  - At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn't know before playing the game. Students might say, for example, "I didn't know that Katie spoke Spanish" or "I didn't know that Jose was left-handed."
- See more at: [http://www.educationworld.com/a\\_lesson/00-2/lp2061.shtml#sthash.BZjPSySh.dpuf](http://www.educationworld.com/a_lesson/00-2/lp2061.shtml#sthash.BZjPSySh.dpuf)
- Read the story to the class about people are different.

**Closure & Independent Practice:** (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

Students will be able to discuss with the people around them how people are similar and different.

**Closing Statement** (scripted):