

## Bethany Lesson Plan Template

**Name:** Morgan Schwarz

**Date:** February 8th, 2016

**Time allotted:** 20 minutes (content)/45 minutes (presentation)

**Grade level:** 2nd grade

**Subject:** Language Arts/Social Studies/ESL/Art

**Topic / Title:** Diversity/My Family Rocks!

**Course:** EDUC 370

**Approved by Cooperating Teacher:** N/A (In Class Demonstration)

### Introductory Materials

#### A. Standards

N/A- In Class Demonstration

#### 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)

**Cognitive:** At the completion of this lesson, learners will be able to generate their own thoughts on what a family is to them by using their best judgement.

**Affective:** At the completion of this lesson, learners will be able to exhibit pride in their own unique family without judging other families.

**Psychomotor:** At the completion of this lesson, learners will be able to illustrate a family portrait to the best of their ability.

#### 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

intrapersonal

bodily/kinesthetic

naturalistic

Verbal linguistic is expressed through the content and process.

Visual/spatial is expressed through the process.

#### 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?*

- Observation
  - Illustration
  - Post-It Note
  - Discussion
- Goal: 85% of the class will meet my objectives.
- Pre-Assesment: Post-It Note (*A family is...*)
  - Feedback: Verbal
- Formative Assessment: Observation/Questioning/Discussion

- Feedback: Verbal
- Summative Assessment: Final presentation on their unique family
  - Feedback: Verbal and written comments (teacher) and verbal comments while learning respect and caring (students)
    - Able to grade/rate themselves on their illustration

**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?*

- ELL/ESL students will be able to expand their knowledge of diversity with the class
- Highly capable students may wish to write their own story after their illustration is drawn and completed

**F. Materials / equipment needed:**

Teacher:

- Five signs, each with one of the following number ranges on them: 2-3, 4-5, 6-7, 8-9, 10 or more
- Sticky notes
- Family Scavenger Hunt
- Art materials such as paint, crayons, markers and paper

Students:

- Pencil

**Technology needed:**

Teacher:

- Smartboard
  - White board will be sufficient, too

Students: N/A

**G. Academic language demands and support**

- “Repeat after me...”
- Instruct a student to show the other students what was instructed to do so while setting a good example and being a leader

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

- Hands-on approach
- Working as a team

**I. Assumptions:**

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

- Common knowledge of a family
- Able to speak in front of peers

**J. Anticipated questions & misunderstandings:**

- “What if my definition of a family didn’t change?”
- “Can we have more than one person sign off on the Scavenger Hunt?”

**K. Collaboration:**

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

N/A→ Lesson taken/modified from Teaching Tolerance. The link is provided.

<http://www.tolerance.org/lesson/my-family-rocks>

### 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.*

*(Note: Before students enter, place the five numbered signs in different areas of the room.)*

**Anticipatory Set:** (set induction / introduction / focusing event / activating prior knowledge)

1. What does family mean to you? *(Note: Write the following sentence starter on the white board: "A family is ...")* Read the sentence starter and write a word or series of words on a sticky note to complete the sentence. Put the sticky note aside. (2 minutes)

**Script the following elements**

**Statement of Objective:** Today, we are going to learn about understanding, appreciating and respecting differences and similarities in your school. It is also important that we learn to not judge others and learn about different types of families that your friends in school come from!

**Transition:** *(Note: Distribute family pictures)* Look at the picture that was given to you and examine it. What do you notice? (1 minute)



**Input:** Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement)

*Include what the teacher will do & what students will do. Script key questions.*

2. Look at the numbered signs around the room. Get up and stand by the sign that shows the number of people in your family picture. For example, if you have a picture that shows four people in a family, stand by the sign that says 4-5. (1 minute)
3. Count the number of people standing by each sign. Which sign has the most people? Which sign has the fewest people? (30 seconds)
4. The people standing by your sign will be your group for the first part of the activity. If one of the signs doesn't have enough people to form a group, feel free to pair up with another group. Sit down with your group members. Show your picture to your other group members and

- explain to them why you think your picture represents a family. (3 minutes)
5. (*Note: Read the following family descriptions to the class.*) Listen to the family descriptions and stand up every time a family is described. (2 minutes)
    - An African-American mom and her adopted Chinese daughter.
    - A man and a woman with no children.
    - Parents and guardians with 11 children and a grandchild.
    - A mom, a stepdad and a son.
    - A girl and her two dads.
    - A boy and his foster parents.
  6. Hopefully you stood up each time because every one of these describes a family! Each of us can have our own definition of family. To some people, our family represents the people we are related to. To others, it is the people who love and support us. A family can be two people or 10 people. It can have two moms, one mom or no mom at all. It can have a grandma. It can have one child or six children! It can have children from around the world. Every family is unique! (30 seconds)
  7. Now, go back to your sticky note and see if you want to change your definition of what a family is. Share your first and final sentences with the class. (3 minutes)
  8. Now think about your own unique family. Just like each of us has our own identity, each of our families has its own identity too. Count to yourself the number of people in your own immediate family (this is usually, but not always, the people who live with you). Get up and move to the sign that shows how many people you have in your immediate family. Do a recount of those standing by each sign. Now which sign has the most people? Did the groupings change? In your new group, have each member share who is part of their family. Is everyone's family exactly the same, or are there differences? (3 minutes)
  9. (*Note: Distribute the "Family Scavenger Hunt" handout.*) We all have families and, in this activity, you will learn something unique about each of the different families in your class. There are 10 family descriptions on the handout. For this part of the lesson, you will walk around the room with classmates and try to find someone who matches each family description. When you find someone, write his or her name on the line. See if you can find 10 different people who fit the 10 different descriptions. (7 minutes)
  10. Review answers. Did anyone find all 10? (*Note: Have students share what they learned about their classmates from the activity.*) How does it make your community better to have so many different types of families? (1 minute)
  11. (*Note: Distribute paper and art materials.*) You just learned that every family is unique, including yours. Using art materials, create a family portrait that shows each member of your unique family and include the following sentence: "My unique family rocks because \_\_\_\_\_."

You can draw each family member, include an actual photograph of each, or include something that represents each member. For example, if your brother plays soccer, you can draw a soccer ball. Remember that every family rocks so no one family is better than any other! (15-30 minutes-->Continued throughout a day as time allows)

12. When you are finished, present your family portrait to the rest of the class and make sure you let them know why your unique family rocks! Then be prepared to listen to your classmates share why their families rock, too! (20 minutes)



**Guided Practice:** See above- Embedded in input (Brother playing soccer, 4 person family example, etc.)



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

- Re-establishing their definition of family-->Did their definition and understanding of diversity change?
- Illustrating their unique family-->Presentation to class: Does the student respect others and their family's qualities?

**Closing Statement** (scripted): It is important that you practice being respectful and giving others a chance. Everyone is unique and all families rock!

### **Evaluation & reflection of teaching / learning**

*How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*

Note: I found this lesson hard to teach just to a few number of students. This lesson is geared towards a classroom with a normal number of students due to the engaging and hands-on activities.

#### **As I reflect on the lesson, to what extent were students productively engaged?**

I believe, due to the age of the students (college), the students were not as actively engaged as I anticipated or hoped that they would be. However, I believe that with a group of elementary students, the students would be actively engaged and intrigued in the activities. What are my peers' families like? How is my family different? What can I learn about my friends' families? Realizing that all families are unique will spark an interest in their own and others!

#### **To what extent did the students learn what I intended? Were my instructional objectives met?**

As described in the note above, it was difficult to engage in the activities due to the limited number of students present. I believe that the students did learn what I was intending due to the realization that all families are different. They can be two dads and a child or a mom, dad, and twelve children. Most of my instructional objectives were met; however, with limited time, we were not able to get to all activities which

resulted in not all objectives being met. In a general education classroom, the students would have an appropriate amount of time to complete the activities and meet the objectives.

**To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?**

For this, I had to alter what the introductory activity since the engagement just wasn't there due to it being 8:30AM on a Monday morning with college students! Instead of them using sticky notes and placing them on the board, I did a verbal discussion regarding this. What is a family?

**To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?**

I believe that my classroom management skills practiced within this activity were exemplified. Calling on students with their hands raised was essential. It was also important to me that students who were not paying attention were focused back to the activity by a simple question. When I teach again, using material that closely relates to them is vital. I could also color code the signs on the walls to make it more colorful and inviting. Giving instructions in a clearer manner will also be important.

**To what extent did I provide closure to the lesson?**

The closure to the lesson would be very smooth, I believe. Giving students the chance to present their family and put them in the spotlight for a short period of time is important for them as well as their presentation skills. Coming back to the saying that "all families rock!" is important, too.

**If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?**

1. Not do it on a Monday morning with college-aged students
2. Instruct the students to act as if they were actually elementary aged students
3. Participate in a active manner
4. Be engaged in discussions

\*Meet more objectives/get full effect on the lesson

Morgan Schwarz

EDUC 370

Dr. Carrie Pfeifer

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### Diversity Lesson Reflection

Overall, this activity would go well with elementary-aged students. I believe, due to the age of the students (college), the students were not as actively engaged as I anticipated or hoped that they would be. However, I believe that with a group of elementary students, the students would be actively engaged and intrigued in the activities. What are my peers' families like? How is my family different? What can I learn about my friends' families? Realizing that all families are unique will spark an interest in their own and others!

**STUDENT RESULTS (ANTICIPATED):** If done in a general education classroom setting, this activity would succeed without any issues. I would anticipate that students would be engaged and want to learn more! Going on a "scavenger hunt" about their peers can be exciting which also promotes collaboration with one another. I firmly believe that all students would reach my objectives and be comfortable describing to others what a family is and how each family is unique. The project at the end would give students a chance to explore their artistic and speaking capabilities and give them a chance to shine in the spotlight which is important at such a young age.

**PERSONAL REFLECTION/REACTION:** I believe that my classroom management skills practiced within this activity were exemplified. Calling on students with their hands raised was essential. It was also important to me that students who were not paying attention were focused back to the activity by a simple question. When I teach again, using material that closely relates to them is vital. I could also color code the signs on the walls to make it more colorful and inviting. Giving instructions in a clearer manner will also be

important. The closure to the lesson would be very smooth, I believe. Coming back to the saying that “all families rock!” is an important characteristic to the lesson.