

Name: Julia Richardson

Date of implementation: TBD

A C C E S S & S U P P O R T E N G A G E M E N T A S S E S M E N T	<p>Key Content Standards and CA ELD Standards (Integrated ELD): List the complete text of only the relevant parts of each content and ELD standard. (TPE 3)</p> <p>CA History Social Studies Standard:</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p>	
	<p>Cross-Disciplinary Connection: (TPE 3,4)</p> <p>Social studies, History, ELA</p>	<p>Incorporating Visual and Performing Arts: (TPE 1,3)</p> <p>Performance</p>
	<p>Lesson Objective: What do you want students to know and be able to do? (TPE 3)</p> <p>This lesson aims to instill in students the knowledge of:</p> <ul style="list-style-type: none"> the importance of good citizenship how to reflect critically on fairness/unfairness and their responsibility and role in community <p>Through exploring these themes, students will develop the foundation for critical self-reflection for how their actions affect the community. They will gain the ability to evaluate their environment for fairness/unfairness and generate an appropriate response.</p> <p>Students will describe and discuss characteristics of historical figures important to the community and other communities. They will construct arguments and around fairness/unfairness drawing from shared experiences, readings, lesson activities and personal reflection.</p>	
	<p>Lesson Goals: What have you learned about students' abilities that has informed the direction of your lesson (based on assessments, learning experiences, IEPs)? (TPE 1,3,4,5)</p> <p>My students are passionately interested in issues of right and wrong which turns multiple times per day into heated discussion without frequent positive resolution. This lesson aims to guide students in proactive reflection, brainstorming, discussion and creative projects to evolve their felt experiences of right/wrong into a more mature understanding of fairness/unfairness and their role in supporting it. Based on recent assessments done in-class following ELA and writing instruction, students show they are ready for these forms of engagement.</p>	
	<p>Prerequisite Skills: What do students need to know and be able to do in order to engage in the lesson? (TPE 3,5)</p> <p>Students must know basic concepts of print and be able to recognize realistic fiction and historical nonfiction genres of literature. Students must know how to make an argument, state an opinion and support their opinion or statement with evidence from real life.</p>	

Pre-Assessment Strategies: How might you gain insight into students' readiness for the lesson? (TPE 5)

At the beginning of the lessons, I will lead the students in a focusing exercise to gather their attention and calm them down. I will ask them if they're ready and will go over the rules of engagement.

Students have engaged in daily community circles, through which they've explored topics like "what does it mean to be a good friend?" These community circle exercises have primed students for a more intentional lesson about how to be good citizens in our classroom community, which we will then connect to history and social-sciences via read alouds.

Backward Planning: What evidence will the students produce to show they have met the learning objective? (TPE 5)

Students will produce descriptions of what makes for a good citizen and community member--what constitutes fairness and what principles they value in their classroom community. Students will create together a Class Constitution reflecting these values. Students will act out classroom situations and conflicts, and reflect together on appropriate responses.

Checking for Understanding: How will you monitor student learning to make modifications during the lesson? (TPE 1,2,3,4,5)

I will frequently check in with students about what they're understanding and will review or explain further as needed. For students who need to move and have difficulty focusing for long periods of time, I will pause for a stretch break.

Self-Assessment & Reflection: How will you involve students in assessing their own learning? (TPE 5)

Students will have the chance to come to a group agreement about the Class Constitution and interject if they feel there is more discussion needed. They will make corrections if they feel they're appropriate. I will ask students as we discuss issues if they can clearly explain their reasoning. After signing the Constitution, I will ask students in day following if and how they are following their rules and how they are reasoning about fairness/unfairness.

Connections

- Connections to Students' Lives (TPE 1,2) & Culturally Responsive Practices (TPE 2,4):

Classroom Constitution rules will reflect students' own beliefs and lived experiences grounded in classroom culture and home culture. Students are given space to communicate in their preferred style and dialect.

- Connections to Real Life Contexts (TPE 1,2):

Discussions about being a good community member and the Classroom Constitution will be about students' everyday life, which will prepare them for thinking about being good citizens in a larger society--a topic we will explore at the end of this lesson series through historical read alouds

Promoting Multiple Perspectives (TPE 2):

Conversations about good citizenship will be discussed from the perspectives of all students in the classroom. Students will be encouraged to listen to each other's point of view. Other perspectives on good citizenship will be introduced and discussed from other communities to expand students' viewpoints.

Engaging All Learners

- Strategies to Support Wide Range of Learners (UDL, MTSS, etc. – TPE 1,2,4):

Students will access core concepts through discussion, visuals, performance and independent reflection.

- Approaches to Support English Language Learners & Standard English Learners (TPE 1,3):

Students will be supported by their peers through group discussion. Key vocabulary words will be pre-taught with accompanying visuals or Spanish translations as needed.

- Range of Communication Strategies & Activity Modes (TPE 3,4):

Students will participate in various styles of learning and communication including whole-group discussion, think-pair-share, performance, and small group talks. Students will be able to call-and-response, participate through random choosing by the teacher and raise a righteous hand.

Accommodations and Modifications: How will you differentiate content, process, and/or product? (TPE 1,3,4)

Students with Speech Language IEPS will be given ample time to express themselves and will be paired with partners who are sensitive. Teacher will provide extra support during small group time for students who need further help. Teacher will check for students' understanding frequently during lesson time and provide clearer explanations, examples and chances for students to brainstorm as needed.

Technology: How will technology be used to facilitate students' equitable access to content? (TPE 1,3,4)

N/A

Academic Language (Integrated ELD): What CA ELD Standards, content-specific vocabulary, skill-specific vocabulary, text structures, and stylistic or grammatical features will be explicitly taught? (TPE 3)

Lesson 1 _____

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Instructional Learning Strategies to Support Student Learning: (TPE 1,2,3,4,5):

What will the teacher do to 1) engage/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding?

List what the teacher will be doing and what the students will be doing.

Time	Teacher	Student	Resources / Materials
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9:00am

Teacher will be seated in a chair at the front of the classroom by the electronic whiteboard.

“Okay everyone, let’s focus. If you can hear me touch your head. If you can hear me touch your ears... I have something special to share with you today. Haily’s mom brought us in a framed quote. I’m going to read it to you. It says: ‘Good friends are like stars. You may not always see them, but you always know they’re there.’” Teacher repeats quote. “This is saying friends are like stars in the sky. Do you know how you can see stars at night? Can you see them in the day? No? But they’re there. Do you know what it means when a friend is there for you?”

(Depending on students’ responses) “It means a friend is there to talk when you’re upset, no matter what. They are there to help and support you when you need it. They are there to laugh with you and share good times. I have videos to share with you about what it means to be a good friend.”

Teacher puts on 3 videos and asks students to identify who is in the video each time.

9:15am

“Turn to a partner and talk about what you remember in the videos.”

“Who would like to share out?”

“Now, let’s think about what makes a good friend in our classroom community.” (Teacher offers examples of recent conflicts and successes in the classroom). “If someone was struggling with a word problem and asked you for help, would a good friend help?”

“Would a good friend tattle tale when a friend was playing with a toy in their pocket? No, they wouldn’t do that

Students will be seated on the rug in front of the electronic whiteboard.

Students respond

Students respond: “It’s Logan’s mom! It’s Haily’s mom!...”

Students pair-share

Students share out

Students respond in group discussion

Framed quote

Electronic whiteboard

Video: What does it mean to be a good friend? Logan's Mom
<https://www.youtube.com/watch?v=Pq7Ro3IH3JM&list=PL9Zlmtaix8yYztme1wCrX5bzHGU1havUN&index=1>

Video: What does it mean to be a good friend? Haily's Mom
<https://www.youtube.com/watch?v=CA8QscUosUQ&index=2&list=PL9Zlmtaix8yYztme1wCrX5bzHGU1havUN>

Video: What does it mean to be a good friend? Damian's Mom
<https://www.youtube.com/watch?v=3uPtPEWaqRg&list=PL9Zlmtaix8yYztme1wCrX5bzHGU1havUN&index=3>

Extension Lesson:

- 1) Review with students how to interview a family member (or an adult at home) and ask “what does it mean to be a good friend?”. Send home a print out with instructions for parents of how to email me a video of the interview. Starting the next day in class, we watch the video interviews together and discuss them. Students will describe key ideas in the video and the teacher will list them on the board.
- 2) Create a classroom book including individual transcripts of each family member’s video and a QR code linking to the video. Students will have the chance to watch or listen to the video on their classroom iPad while reading the text. The book will also be digital and accessible from students’ homes so they can watch it at home with their family.