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Stage 1-Desired Results

Established Goals:

1. The students will discuss and understand what rules are through a Venn diagram and developing their own rule.
2. The students will actively engage in listening to a story about school and following rules.
3. The students will gain understanding of what a bucket fuller is by writing compliments to classmates and doing something kind for someone in the school.
4. The students will create a list of class rules.
5. The students will discuss the characteristics of a good citizen and what they do.
6. The student will interview a family member to find out what responsibility is.
7. The student will learn about both good and bad decisions through discussions and development of classroom rules.
8. The student will understand the characteristics of friendship through teamwork activities.
9. The student will learn what working hard and trying your best means through the teamwork activities.
10. The student will gain knowledge of what teamwork is by working in a team.
11. The student will understand how to be a helpful classmate by working in a team.

Standards:

- 5.1.1.A-Explain the purposes of rules in the classroom and school community.
- 5.1.1.B-Explain the importance of rules in the classroom.
- 5.1.1.E-Describe students' responsibilities in the school and community.
- 5.2.1.A-Identify and explain the importance of responsibilities at school and at home.
- 5.2.1.B-Identify a problem and attempt to solve with adult or peer assistance.
- 5.2.1.D-Explain responsible school behavior.
- 5.4.1.A-Identify ways to avoid conflict.
- 5.4.1.B-Describe how classrooms can work together.
- 5.4.1.E-Explain how a classroom community reaches compromise.
- 8.2.1.A-Identify groups of people who contribute to a community.

Big Ideas:

1. Citizenship
2. Classroom Rules
3. Responsibility
4. Teamwork

Essential Questions:

1. How can being a good citizen help you achieve your goals?
2. How can our classroom rules keep us safe and allow us to have fun?
3. Why is responsibility important in being a helpful citizen?
4. How can we work effectively as a team to achieve our goals?

Enduring Understandings:

1. Citizenship is beneficial to society.
2. Classroom rules help us to maintain a healthy environment.
3. Responsibility helps to hold us accountable.
4. Teamwork helps us to grow as learners.

Students will know:

- What being a good citizen looks like
- How classroom rules work and how they keep us safe
- The importance of responsibility
- How to be a team player

Students will be able to:

- Develop responsibility of being a team player and become a good citizen in in their classroom
- Recognize the difference between a good decision and a bad decision
- Develop understanding of how citizenship is beneficial to everyday life and society through learning activities

Stage 2- Assessment Evidence

Performance Tasks:

- The students will be able to explain the concept of “filling buckets” and write compliments for their classmates.
- Students will develop understanding of the qualities of a good friend by making agreements as a class for how they treat one another.
- Students will be able to work as a team through the human knot activity and generate teamwork guidelines for their class.
- The students will interview a family member to find out what responsibility is.

Other Evidence:

- Students will be able to understand what makes a good citizen, why we have rules, and why we need to follow authority.
- Students will be able to identify the strengths and weaknesses of a school rule. Students should be able to decide if a rule is clear, if it accomplishes its purpose, and if it protects the rights of others. Students should be able to explain the purpose of rules and laws and why they are important. Rules and laws relate to the ways people should behave and provide order, predictability, and security.
- Students will discuss what rules are and review vocabulary words.
- Students will create a list of class rules.
- Students will discuss examples of what a good citizen does.
- Students will learn about decisions and decide what examples are good and bad.
- Students will discuss what sharing and taking turns means.
- Students will learn what working hard and trying your best means.
- Students will think of ways to be a helpful classmate.
- Students will gain more knowledge of teamwork by reading a text.

Stage 3-Learning Plan

Learning Activities:

- The students will participate in a group conversation with the 1-3-6 activity.
- The class will create a T-Chart of examples of positive and negative comments.
- The class will vote about which comment from the chart they should send to the principal or another staff member in order to fill that person's bucket today.
- The students will write a compliment for each student in the class.
- The students will present a short skit to the class on how a good citizen would respond and how a bad citizen would respond to a given scenario.
- The students will work on the *I'm a Good Citizen* worksheet.
- The students will make predictions and ask questions about the story.
- The students will draw a Venn diagram with two circles labeled rules from long ago and parent's rules. Overlap each circle to record rules each had in common.
- The students will come up with a rule for themselves that they have designed to hold themselves accountable.
- As a class, draw a third circle for today's rules and discuss: comparing old rules new rules and parent rules. Have students share as you see fit.
- The class will reflect on what makes a good friend and the teacher will chart the student answers.
- Students will look for friendship behaviors in magazines and the class will create a classroom friendship collage to post up with the class friendship agreements.
- Students will brainstorm 3-5 words that connect with teamwork.
- The class will come up with 3-4 guidelines for working as a team.
- The students will participate in the human knot activity.
- The students will complete the *Teamwork Reflection Questions* worksheet.

Unit Calendar

Day 1

- TSW discuss what rules are and review vocabulary words.

Day 2

- TSW listen to a story about school and following rules.

Day 3

- TSW explore what a bucket filler is.

Day 4

- TSW create a list of class rules.

Day 5

- TSW discuss characteristics of a good citizen.

Day 6

- TSW discuss examples of what a good citizen does.

Day 7

- TSW interview a family member to find out what responsibility is.

Day 8

- TSW learn about decisions and decide what examples are good and bad.

Day 9

- TSW discuss characteristics of friendship.

Day 10

- TSW discuss what sharing and taking turns means.

Day 11

- TSW learn what working hard and trying your best means.

Day 12

- TSW learn what teamwork is.

Day 13

- TSW think of ways to be helpful to a classmate.

Day 14

- TSW gain more knowledge of teamwork by reading a text.

Lesson #1

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Social Studies-Rules and Laws

Lesson Date(s): Day 2

Course & Grade(s): ECE 336-1st Grade

Instructional Materials:

- *Never Spit on Your Shoes* by Denys Cazet
- large piece of paper for chart or whiteboard

Essential Questions/Subsidiary Questions:

- What is a rule?
- Are our school rules clear and do they accomplish their purpose?
- Why are rules and laws important?

Purpose:

- The purpose of this lesson is for students to learn about school rules and the rules' purposes.

Specific Learning Objectives:

- Students will be able to identify the strengths and weaknesses of a school rule.
- Students should be able to decide if a rule is clear, if it accomplishes its purpose, and if it protects the rights of others.
- Students should be able to explain the purpose of rules and laws and why are important. Rules and laws relate to the ways people should behave and provide order, predictability, and security.

Standards:

- PDESAS
 - 5.1.1.A- Explain the purpose of rules in the classroom and school community.
 - 5.1.1.B- Explain the importance of rules in the classroom.
 - 5.1.1.D- Explain the importance of written rules and laws.

Differentiation Strategies:

- Enrichment

- Advanced students will create a rule for the classroom and have them share why they believe that it is appropriate and fair for your classroom dynamic.
- Support
 - Struggling students will work in groups to discuss rules at home and rules from long ago at school.

Anticipatory Set:

- Read the book *Never Spit on Your Shoes* by Denys Cazet. This book is about a puppy's first day in first grade and the creation of rules in a classroom.
- Show the students the cover of a book and ask them to predict where they think the story takes place. Have students describe what is happening in the picture. Locate the title, name of the author, and name of the illustrator. Identify the front cover, back cover, and title page of the book.
- Point out the school rules that you have posted in your classroom. If rule number one is "Don't run." Ask, "Why do you think this is a rule? How could we reword this rule so that it is more positive? What else do you think the teacher and the students may include on their list of rules?"

Input/Acquire New Knowledge:

- Explicit Instruction
 - Ask, "What do you think the title of the story means? Do you think this will be a true story or a make-believe story? What clues do you have?"
 - Introduce the words "fact" and "fiction". Ask students if they think *Never Spit on Your Shoes* is a true story. How do we know? Chart responses.
 - Discuss characteristics of factual stories: names, dates, place, actions that can be verified. List these and other possible student responses on a Fact/Fiction Chart. Keep this chart and record information as you read different stories during this unit and from your reading series.
- Guided Practice
 - After reading *Never Spit on Your Shoes*, ask students to share examples of rules-rules from home, rules from school or other places, rules for kids, rules for adults. Ask, "What is a rule? Why do we have rules? How are rules made? Who makes the rules? What are some of the consequences of not following the rules?" Record student comments on chart paper.
 - Have students break into pairs and discuss the list of school rules from long ago. Are these rules fair? What is the reason for each rule? Do we have the same rules today?

Apply/Deepen New Knowledge:

- Independent Practice

- Draw a Venn diagram with two circles labeled rules long ago and parents' rules. Overlap each circle to record rules each had in in common.

Closure:

- As a class, draw a third circle for today's rules and discuss: comparing old rules, new rules, and parent rules. Have students share as you see fit.

Homework:

- The students will come up with a rule for themselves that they have designed to hold themselves accountable.

Evaluation/Assessment of Students:

- Through guided questions, close monitoring and informal observation, the teacher will be able to assess student's ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

Lesson #2

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Social Studies-Fill Your Bucket

Lesson Date(s): Day 3

Course & Grade(s): ECE 336-1st Grade

Instructional Materials:

- *Have You Filled a Bucket Today?* by Carol McCloud
- Whiteboards and whiteboard markers(one per student)
- Pieces of colored paper cut into 2" x 2" squares(class set for each student)
- Construction paper(one sheet per student)
- Plastic sandwich bag(one per student)
- Index cards(one per student)
- Image of a bucket
- Computer with internet access
- Projector

Essential Questions/Subsidiary Questions:

- What is a bucket filler?
- How can we be an uplifting friend and citizen in society?

Purpose:

- The purpose of this lesson is for students to learn about being an uplifting friend and citizen in society.

Specific Learning Objectives:

- The students will be able to explain the concept of "filling buckets" and write compliments for their classmates.

Standards:

- PDESAS
 - 5.1.1.C-Define equality and the need to treat everyone equally.
 - 5.2.1.D-Explain responsible school behavior.
 - 5.3.1.F-Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.

- 5.4.1.B-Describe how classrooms can work together.
- 8.4.1.D-describe examples of conflict and cooperation in the classroom community.

Differentiation Strategies:

- Support
 - Give struggling writers a reference sheet with a list of compliments for the independent work time.
 - Pre-teach the key terms to students and have them sort pre-made comments into two categories (positive and negative) in a teacher-led small group setting.
 - Provide sentence stems and frames for struggling students, such as, “I think you are ___ because ___.” and “I like how you ___.”
- Enrichment
 - Give advanced students the task of creating a Reader’s Theater script about how to fill someone’s bucket. Allow students to perform the drama for the rest of the students. Check with teachers in different grade levels to see if they would allow the students to perform in their classrooms as well.

Anticipatory Set:

- Have students take out a whiteboard and whiteboard marker.
- Tell the class that you are about to play a word association game. When they hear a word and see the corresponding image, they should write down the first word that comes to mind, and then turn over their whiteboard.
- Display the image of a bucket and say “bucket.”
- Give students time to write down a word, and then have students share the word with a partner. Allow time for short discussion between partnerships about why they made certain word associations.
- Call on 2-3 students to share about their word associations.

Input/Acquire New Knowledge

- Teacher Modeling
 - Tell students that the word *bucket* is used to describe our emotional self. If the bucket is full, we are happy. If the bucket is empty, we are sad. We can fill other people’s buckets and our own.
 - Explain that bucket filling is part of healthy **social skills**, which are the ways in which we interact and deal with other people, because we are helping to make sure other people are happy.
 - Inform students that we can fill buckets by offering **compliments**, remarks that say something good about someone or something, and **praise**, spoken or written words about someone’s good qualities.
 - Read aloud *Have You Filled a Bucket Today?*

- Review key ideas after the read-aloud, focusing on positive and negative comments. **Positive** comments are those that are uplifting and make people feel good, while **negative** comments are put-downs and do not make people feel good about themselves.
- Point out that every interaction we have with people either fills or empties their buckets.
- Guided Practice
 - Explain to students that they will participate in a group conversation with the 1-3-6 activity. To do this, they will first independently answer a question. Then, they will get into a group of three to discuss their written answers, in which everyone must talk and share. After that, two groups of three, creating a group of six students, will gather together to talk about the written answers. The whole class will share out at the end.
 - Have students take out their whiteboard and whiteboard marker.
 - Instruct students to write down one example of a positive comment and one example of a negative comment.
 - Follow the procedure for the 1-3-6 activity.
 - Gather the class's attention, and have students share out to create a T-Chart of examples of positive comments and negative comments.
 - Call on non-volunteers to classify the comments as either compliments or put-downs and explain their thought process.
 - Facilitate a vote about which comment from the chart they should send to the principal or another staff member in order to fill that person's bucket today.

Apply/Deepen New Knowledge:

- Give each student a sheet of construction paper and a plastic sandwich bag.
- Instruct your class to draw a bucket on the construction paper and assist students in stapling the bag to the bottom of the construction paper. This plastic bag will hold the compliments students will receive to fill up their buckets.
- Distribute enough 2" x 2" pieces of paper so that each student has one for every other student in the class. Instruct students to practice positive social skills by writing a compliment for each student in the class. Give students time to write compliments and praise for the other students.
- Remind students to put their names on the back of the paper, and have them place the compliments in each student's bucket.

Closure/Assessment:

- Display the following questions on the board:
 - What did we learn today?
 - So what? (Why is this important?)
 - Now what? (What are we going to do with this information?)
- Engage students in a discussion about these three questions.

- Remind students that social skills are how we interact with others, and just as we want to feel happy, we are responsible for helping others to feel happy as well. We can do this by filling their buckets.

Homework:

- The students will have to discuss the next morning during morning meeting how they either filled a bucket or how their bucket was filled.

Evaluation/Assessment of Students:

- Give each student an index card and instruct them to write down three things that someone can do to be a bucket filler.

Lesson #3

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Social Studies-What is a Good Citizen?

Lesson Date(s): Day 5

Course & Grade(s): ECE 336-1st Grade

Instructional Materials:

- Pens, markers, or colored pencils
- Paper
- I'm a Good Citizen worksheet #1, #2, and #3

Essential Questions/Subsidiary Questions:

- What is a good citizen?
- Why do we have rules?
- Why do we need to follow authority?

Purpose:

- The purpose of this lesson is for students to be able to recognize a good citizen and the purpose of rules and authority.

Specific Learning Objectives:

- Students will be able to understand what makes a good citizen, why we have rules, and why we need to follow authority.

Standards:

- 5.1.1.A-Explain the purposes of rules in the classroom and school community.
- 5.1.1.E-Describe students' responsibilities in the school and community.
- 5.2.1.A-Identify and explain the importance of responsibilities at school and at home.

Differentiation Strategies:

- Enrichment
 - For advanced students, let them write in their journals how they think a good citizen would act instead of having them work on worksheets.
- Support

- For struggling students, you can help them think of ideas for the skits or you can write down scenarios on paper for them.

Anticipatory Set:

- Ask students what they think it means to be a good citizen.
- Ask them for examples on how to be a good citizen.

Input/Acquire New Knowledge:

- Teacher Modeling
 - Tell the students that a good citizen is a person who respects others and their property, is helpful, considerate, and willing to put others first, respects the environment and does not damage it in anyway, and is well mannered and pleasant.
 - Add any other characteristics of a good citizen that apply directly to your classroom or community.
 - Ask the students for their opinions on these characteristics.
- Guided Practice
 - Divide the students into groups of 2-3. Ask them to think of a scenario and how a good citizen would respond and how a bad citizen would respond.
 - Have the groups present their short skits to the class.
 - After all groups have presented, brainstorm on the board what makes a good citizen and what makes a bad citizen.

Apply/Deepen New Knowledge:

- Independent Working Time
 - Ask students to work on the I'm a Good Citizen worksheets individually.

Closure/Assessment:

- Tell the students that good citizens are important in society.
- Ask students to think of what they can do to be a good citizen.
- Ask them what they plan to do to help their communities.

Homework:

- Finish worksheets

Evaluations/Assessment of Students:

- Ask students how a good citizen acts.
- Ask students how a bad citizen acts.

Lesson #4

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Social Studies-Learning How to be a Good Friend

Lesson Date(s): Day 9

Course & Grade(s): ECE 336-1st Grade

Instructional Materials:

- Any age appropriate book about friendship

Essential Questions/Subsidiary Questions:

- What are some characteristics of a good friend?
- Why is being a good friend important?

Purpose:

- The purpose of this lesson is for the students to create a class agreement about friendship.

Specific Learning Objectives:

- Students will understand the qualities of a good friend and make agreements as a class for how they treat one another.

Standards:

- PDESAS
 - 5.1.1.C-Defin equality and the need to treat everyone equally.
 - 5.2.1.D-Explain responsible school behavior.
 - 5.3.1.F-Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
 - 5.4.1.B-Describe how classrooms can work together.
 - 5.4.1.E-Explain how a classroom community reaches compromise.

Differentiation Strategies:

- Enrichment
 - Advanced students may read additional books on friendship independently.
- Support
 - Struggling students may need to be paired with the teacher or teacher's aide initially during independent work time.

Anticipatory Set:

- Gather students into a circle, either seated, in chairs, or on the floor. Remind students about the raised hand attention signal and the talking piece you may have introduced in other activities.
- Circle time always begins with everyone being welcomed into the circle. Model welcoming a student and then have each student welcome the student sitting next to them. Be sure to rotate who sits where so students introduce different classmates.
- Optional: create a new greeting every week.
- Once every student has been welcomed, retrieve the talking piece.

Input/Apply New Knowledge:

- Explicit Instruction
 - Ask: Why are friendships important to us?
 - Chart student answers and ensure the talking piece is used to support equity of voice.
 - Read an age-appropriate book of your choice on friendship to the class while seated in a circle.
 - Have students reflect (after reading the book) on what makes a good friend.
 - Chart student answers.
 - Use the following suggested qualities of a good friend. If students are having challenges coming up with qualities:
 - Good friends listen to each other.
 - Good friends are kind to each other and don't say mean things about each other or hurt each other's feelings.
 - Good friends can count on each other.
 - Good friends can try to help each other out.
 - Good friends care about each other.
- Guided Practice
 - Guide students through creating agreements from their answers to "what makes a good friend" on how as a class they will make and keep friends. If student answers are too general, have them specify what being a good friend looks like and sounds like.
 - Have each student sign the chart paper with the class agreements on friendship.
 - Post class agreements about friendship in the classroom
 - Remind students what they learned about listening and how that's an important friendship quality.

Apply/Deepen New Knowledge:

- Have the students remain in a circle.
- Pair students off and have them look for examples of friendship behaviors in magazines, make pictures of the examples they came up within class, or even words that are key to friendship.
- Use the pictures to create a classroom friendship collage to post up with the class friendship agreements

Closure/Assessment:

- Go over class agreements about friendship again.
- Paste the friendship agreements up in the room so you can refer to it throughout the day, especially during circle time or to reinforce prosocial behavior.
- Optional: Share examples of what it looks like to NOT be a good friend.

Homework:

- Students will use their friendship skills in everyday life.

Evaluation/Assessment of Students:

- During independent work time, students should be looking for images or words that represent what the class came up with in their friendship agreements.
- Students should be practicing their listening skills learned in last week's lesson as they work with their partner.
- Look for students who need support.
- Sit closer to them and give clues and encouragement.

Lesson #5

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Social Studies-Working Effectively in Groups

Lesson Date(s): Day 12

Course & Grade(s): ECE 336-1st Grade

Instructional Materials:

- Teamwork Reflection Questions worksheet

Essential Questions/Subsidiary Questions:

- What is a team?
- What are qualities of a good team member?
- How can we effectively work as a team in our classroom?

Purpose:

- The purpose of this lesson is for students to learn how a team works and generate teamwork guidelines for their classroom.

Specific Learning Objectives:

- Students will be able to work as a team through the human knot activity and generate teamwork guidelines for their class.

Standards:

- 5.1.1.E-Describe students' responsibilities in the school and community.
- 5.2.1.B-Identify a problem and attempt to solve with adult or peer assistance.
- 5.3.1.F-Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
- 5.4.1.A-Identify ways to avoid conflict.
- 5.4.1.B-Describe how classrooms can work together.
- 5.4.1.E-Explain how a classroom community reaches compromise.

Differentiation Strategies:

- Enrichment
 - Advanced students will have more descriptive answers to the worksheet.
- Support

- Struggling students may need to be paired with the teacher or teacher's aid initially.

Anticipatory Set:

- Gather students into a circle either seated in chairs or on the floor.
- Remind students about the circle guidelines they created: the raised hand attention signal and talking piece (every week each student rotates and brings in a talking piece that means something to them).
- Have the student introduce the talking piece for the week.
- Welcome each student into the circle using the talking piece (each student welcomes another student in the circle).
- Share that today during circle time, they will be learning how to work effectively as a team and understand what teamwork means.

Input/Acquire New Knowledge:

- Explicit Instruction
 - Share with your students this year, there will be a number of times when they will work in groups, so it is important to learn how to work together.
 - Introduce the concept of teamwork through sharing about your favorite sports team and how each member of the team contributes in different ways. If you don't have a favorite sports team talk about a play or orchestra-go over how each person plays a unique role and has a specific responsibility to the team. Use PowerPoint to introduce and talk about the concept of teamwork.
 - Pair students off and have each pair brainstorm 3-5 words that connect with teamwork.
 - Have pairs share out and chart student answers.
 - Have each pair join another pair and, using the words generated in the brainstorm, each group of four will come up with a definition of teamwork.
 - Chart group definitions.
 - As a class, come up with 3-4 guidelines for working as a team.
- Guided Practice
 - Share that students will be testing out their teamwork guidelines throughout the human knot activity.
 - Have students stand up in a circle. If you have a large class, create 2-3 smaller circles so circles are no larger than 10.
 - Have everyone raise their right hand and grab the hand of someone across the circle from them. No one should hold the hand of the person standing next to them.
 - Have everyone put their left hand in the air and grab the hand of a different person.
 - Ensure that everyone is holding the hands of two different people and double-check that they are not holding hands with someone directly next to them. The group should be all knotted up.
 - Instruct students that their goal is untangle themselves without breaking the chain. If the chain is broken, they need to start over.

- Give students 6-8 minutes to untangle themselves.
- Stop students after 10 minutes, even if they didn't end up in a circle from untangling their human knot, to debrief the process and reflect on how they worked as a team.
- Ask: Would you add any additional teamwork guidelines to the ones they generated before the human knot?
- Add additional guidelines if necessary.

Apply/Deepen New Knowledge:

- Independent Working Time
 - Have the students remain in a circle and complete the Teamwork Reflection Questions worksheet.
 - Support any students that need help.

Closure/Assessment:

- Have each student share one takeaway from this lesson or one way they will practice being a good team member this year.

Evaluation/Assessment of Students:

- During guided practice and independent work time, look to see who is in need of support. Sit closer to them and give clues and encouragement.
- Review what students details in the worksheet as a class and add what teamwork looks like and sounds like to the teamwork guidelines.