

Lesson Plan Example: First Grade Social Studies

Candidate: Kathleen Melena	Subject(s): Social Studies	Grade level(s): 1st	Date: 4/20/04
Standard: 1.3-3. Identify American symbols, landmarks and essential documents such as the flag, bald eagle, Statue of Liberty, U.S. Constitution and Declaration of Independence and know the people and events associated with them.		Single/Multi-Day Lesson: Single day	
<p>I. DESCRIPTION OF CONTENT & CONTENT TYPE (Fact, Procedure, Concept, or Principle): Important government buildings [White House, Pentagon and Supreme court] in Washington D.C. and who works there. (Fact)</p> <p>II. LEARNING OUTCOME (Objective): When given a handout with the three pictures of the buildings on the left hand side and on the right hand side the job description and picture of the people who work there, students will match the building to the jobs by drawing a line from the building to the correct job description and picture and will then tell their partner which one of the three jobs they would like to have and why.</p> <p>III. CURRICULUM CONNECTION (How This Lesson Fits Into Unit Plan): This lesson is from the unit Our Country. The lesson taught before this was flags and their symbolic meanings. The lesson that follows this one will be our national monuments.</p>			
<p>IV. INSTRUCTION</p> <p>A. ENGAGEMENT (Motivational Activity): The teacher will show the students a short movie about the buildings in Washington D.C. When the movie ends teacher will ask students to turn to their partner and tell him/her how many buildings they remember.</p> <p>B. INSTRUCTIONAL SEQUENCE (Teaching Methodology With Student Activities):</p> <p>Step #1: a. The teacher shows the students pictures and reads the names of the buildings they will be learning about (White House, Pentagon and Supreme Court). b. Students tell their partner the names of the buildings as the teacher points to the pictures.</p> <p>Step #2: a. Teacher informs the students that they will be learning about who works in those buildings. b. Have students share some of the jobs that they think they will be learning about.</p> <p>Step #3: a. Teacher tells students of who works in the White House (President) and what the responsibilities of the President are. b. Have students say what the President's responsibilities are, and I will write them on a big poster board under a picture of the President.</p> <p>Step #4: a. Teacher tells the students who works in the Pentagon and what they are responsible for. b. Have students say some of the things that the Pentagon is responsible for, and I will write them down on the chart where the picture of the general is (next to the President's responsibilities).</p>			