

SOLAR LESSON PLAN FORMAT

Age Level: Kindergarten

Subject(s) Area: Social Studies

Materials Needed: Paper, crayons, markers, Question sheet, pencil.

Worksheet is saved as: PDF "Things I Like"

Standards:

Code and description:

K.6.2 Identify characteristics that contribute to personal identity (e.g., physical characteristics, interests)

K.6.3 Identify ways people are alike and different

Objectives:

What will the students know or be able to do?:

Describe a friend and how they are alike or different from themselves.

Illustrate a picture of their friend.

Cognitive Level of Lesson (Bloom's Taxonomy):

Comprehension, Analysis

Learning Activities:

Opening Element/Instructional methods:

1. Begin class by bringing students together on the carpet.
2. Ask students what is different about themselves compared to everyone in the classroom.
 - a. Go over the word Diversity
 - i. Everyone is different. Whether it be boys or girls, what color your skin is, what color your eyes are, how many siblings you have, what religion you are, etc.
 - b. Go over lesson assignment with them.
 - i. They are going to be paired up and given the job of interviewing** a classmate.
 1. **To ask questions, find out more about.
 - ii. They are going to be given a sheet with a few questions on it that they need to ask their friend.
 1. Go over the questions with them after handing out the paper.
 - iii. The second sheet of paper they have is going to be for them drawing the picture of their friend.

- c. When they are done with both (or done with interview and mostly done with their drawing) Come back to the carpet and talk about what they found out about their friends.
 - i. What is different about them, what is the same?
 - ii. Wrap up.
3. First students are to interview their friends, then draw the pictures of them.
4. When they are done, teacher will collect their work
 - a. Have student put materials back in correct spots
 - b. Teacher will find place to display their art work and what they found out about their friend.

Technology: n/a

Required Vocabulary: Diversity

Guided Practice Strategies: Go over lesson step by step. Help students read and write as needed.

Differentiation: If students run out of time, give them some extra time during Daily 5 or free time. If students finish early, give them a few more questions to ask their friends.

Assessment:

Formative: Watch students as they work to make sure they stay on task. Have a group discussion at the end of the lesson to see if they understand what diversity is. How well did the students stay on task?

Summative: Throughout the rest of the semester

Reflection:

I thought this lesson went really well. I began the lesson by reading *Stephanie's Ponytail* by Robert Munsch. The students had heard this book before, so it was like one big review lesson to the class. As I was reading it, I paused once or twice to ask the students questions; I did the same at the end of the book as well. We talked about how it's ok that everyone is different and that each person makes up a whole even though they are all different. When I partnered them up, I could tell that one or two of the groups were going to be a bit problematic due to being too loud or not communicating enough; I made sure to touch base with those students more frequently. At the end of the lesson there were a few students who were taking quite a bit of time on their interviews. As the lesson time dwindled down, I did time check ins and asked them if they needed help on anything. For a wrap-up we had a little talk on diversity again. I think I could have maybe shared some of the papers as well, or had some of the partner groups share what they learned about their friends instead.

This Is:

Drawn By:

