

**Lesson Plan Form**  
**CSUDH - Teacher Education Department**

<b>Credential Candidate:</b> Carol Wright	<b>Subject:</b> Social Studies	<b>Grade Level(s):</b> Kindergarten	<b>Date:</b> April, 2019
<b>Standard(s):</b> <b>Social Studies</b> <b>K.1</b> Students understand that being a good citizen involves acting in certain ways. <ol style="list-style-type: none"> <li>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</li> <li>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</li> <li>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</li> </ol> <b>English Language Arts</b> <b>RLK.1</b> With prompting and support, ask and answer questions about key details in a text. <b>RL.K.4</b> Ask and answer questions about unknown words in a text. <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.  <b>Drama: K.TH:CR2</b> With prompting and supports, interact with peers and contribute to dramatic play or a guided drama experience.  <b>Music K.MU:PR6</b> With <b>guidance</b> , perform music with <b>expression</b> .			<b>One Day</b> <b>or</b> <b>Multi-Day Lesson:</b> <b>Multiple Day Lessons to teach Constitution Day</b>
<b>I. DESCRIPTION OF CONTENT &amp; CONTENT TYPE (Math Procedures, Concepts, and Problem Solving):</b> Constitution Day observance/instruction			

**II. LEARNING OUTCOME (Objective):**

- Understand how democratic values came to be, and how different people have exemplified them.
- Describe ways that fundamental values, such as fairness and responsibility for the common good, apply to students in the classroom and at school.
- Describe choices that good citizens make.
- Explain responsibilities that good citizens have in the classroom community.

**III. CURRICULUM CONNECTION (How lesson fits into larger unit plan):**

This lesson fulfills Federal Mandate: Each educational institution that receives Federal funds for a fiscal year is required to hold an educational program about the U.S. Constitution for its students. This lesson may also be used as part of a unit that teaches about the Constitution. Students have listened to and analyzed two informational texts about the Constitution and made a chain flag.

**IV. MULTIDISCIPLINARY CONNECTION (What other subjects does unit incorporate?)**

- English Language Arts
- English Language Development
- Music
- Drama

**V. INSTRUCTION**

- **ENGAGEMENT (Motivational Activities):**
- **INSTRUCTIONAL SEQUENCE (Teaching Methodology with Student Activities):**
- **What is a good citizen?**
- Gather the children to the rug or other meeting area established in your classroom.
- Write the word **citizen** in the center of a chart. Ask the children to share ideas about what they think the word means. Discuss ideas children contribute and help the students understand that the Constitution says that anyone born in the United States is a citizen. Ask citizens to raise their hand. Point out that, because they are part of your classroom **community**, they are also citizens of your class.
- Expand the chart to include the words **good citizens**. Ask the children to share some of the ways they do things in your classroom. What choices do they make during the day? What choices do they make that help the citizens in our classroom feel good? What responsibilities do they have in the classroom? Record ideas and simple pictures to capture ideas shared by the students. Invite student to come up and role-play some of the good choices students in the class make.
- Refer back to the chart of your classroom rules. Discuss with the children why each rule listed is important to the citizens of your class. Encourage children to share some of the choices they make that show they are being good citizens and following the agreed upon rules.

## 2. What kinds of things does a good citizen do?

- Select a piece of literature to share with students that shows people making good and, possibly bad choices in different situations. In *The Recess Queen*, by Alexis O'Neill, Mean Jean is the biggest bully on the playground until a new girl arrives and challenges Jean's status as the Recess Queen. Read an excerpt from the book, asking students to evaluate the choice Jean makes. Encourage children to suggest other, more positive choices that the character could make. You may also want to share a simple scenario, asking students to act it out. Pause and ask students to suggest ways to improve the situation.

## 3. Drama

- Divide children into groups of 3–4. Provide each small group with a scenario to act out for their peers. Invite "actors" to repeat the scenario, using one of the suggestions by their classmates to improve and make better choices. Finally, to review the concept with students, offer a scenario and ask children to decide if the person is being a good citizen or a bad citizen. Encourage children to explain their thinking. Use suggested scenarios or create ones to fit your classroom.
  - a. Jose is building with the blocks. Juan comes over and knocks down the tower Jose is building.
  - b. Philip decides to ride the tricycle at recess. He follows the route that the teacher said they should use. After going around the path once, he stops and gives the tricycle to Mary who is waiting to ride.
  - c. The crayons that Danny is using at the table fall on the floor. Jenny comes over to help him pick up the crayons.
  - d. Donald is swinging on the swing at recess. Enrique comes over and asks for a turn on the swing. Donald says no and keeps on swinging.
  - e. Evelyn forgets her coat on the playground when the teacher rings the bell to line up. Guadalupe picks up the coat and brings it to Evelyn.
  - f. Kathy is the first person in line after recess. David pushes her out of the line so that he can be first in line.

## 4. Music

- Sing Constitution Day song (attached)
- Select scenarios from the charts generated/literature shared and sing them to the tune of *Mary Had a Little Lamb*. Sing "Be a good citizen!" For example, Share the ball at recess, at recess, at recess. Share the ball at recess. Be a good citizen!

## Extensions:

- Create a classroom book called *Being a Good Citizen*. Each child completes and illustrates one page for the book, finishing the frame: I am a good citizen in our classroom when I \_\_\_\_\_ . *In the beginning of the year, the teacher will probably model writing the child's words to complete the sentence.*
- Make a Good Citizen/Bad Citizen chart. Adding a happy face and a sad face helps reinforce the words. Record examples of things you see and hear in the classroom,

without specific students' names. Encourage children to be on the "lookout" for good citizens. Periodically, review the entries on the Bad Citizen side of the chart. Challenge children to suggest better choices the person could make.

- Run a large happy and sad face. Cut them out, and glue them back-to-back on a tongue depressor. As you read a scenario, children hold up the face that fits—happy if the person is being a citizen who makes good choices and sad if the person is making bad choices.

**C. APPLICATION ACTIVITY (Practice and/or Reflection):** *introduce* the Star Citizen award. *See attached.* Throughout the day, watch and listen to the children, looking for examples of good citizens. At the end of the day (or week), share 3-5 examples and distribute awards. Write the child's name in the star and briefly explain the good choice the child made. Invite children to talk to their parents that night about the good choices they made at school that made them a good citizen. *NOTE: Badges can also be cut, glued on Avery name label badge template, and run off on badge labels so they can easily be placed on individual children.*

**D. MATERIALS & RESOURCES:**

- *The Recess Queen* by Alexis O'Neill
- Copies of Star Citizen badge printed on 2x4 labels
- Chart paper/markers

**VI. ASSESSMENT STRATEGIES – Formal and Informal (Methods for Obtaining Evidence of Learning):**

• **Informal**

Gather anecdotal information as students share their thinking about good citizens with the class and/or with partners.

• **Formal**

- Individual pages generated for the *Being a Good Citizen* class book.

Gather data as students work in small group. After groups present, use students' responses to assess understanding of being a good citizen.

- During recess, look for students' application of content—being good citizens as they play together and share equipment. Highlight these during class morning meetings.

**VII. MODIFICATIONS, ACCOMMODATIONS FOR INDIVIDUAL LEARNERS (CONTENT, INSTRUCTION, and PRACTICE):**

**Language Learners:** Provide simple visuals for small group scenarios. Strategically place students in groups to support academic language development.

**Special Populations:** Assign students to small groups that support their individual needs. Provide additional space, as needed for students to work. Provide Instant Recess, as needed, during lesson to support all students.

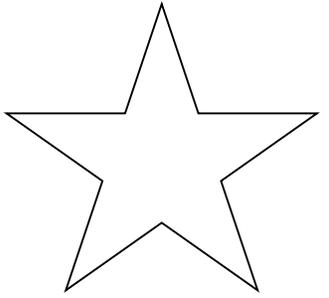
**GATE:** Assign more challenging/involved scenarios to high achievers. They can also be used to provide dialogue for scenarios.

**VIII. ACADEMIC LANGUAGE:**

- Constitution: the document that gives the basic laws of the United States
- citizen: an official member of a country
- rules: words that tell us how to behave
- law: rules made by a government that tell us what we can and cannot do

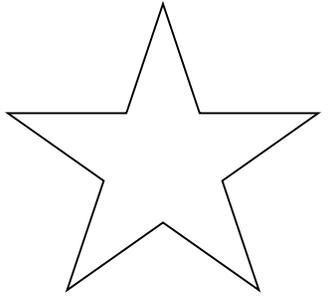
**IX. TECHNOLOGY:**

Play *The Preamble* by Schoolhouse Rock



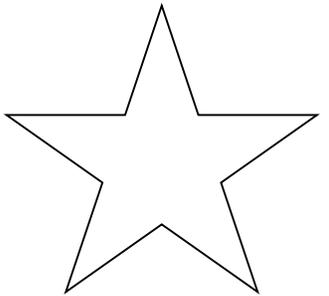
**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Star Citizen**



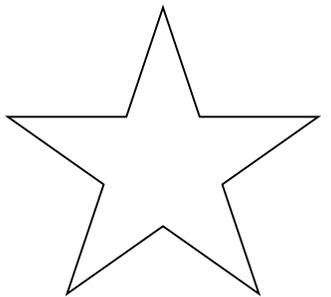
**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Star Citizen**



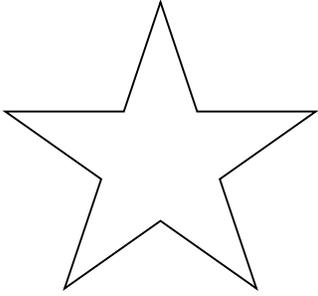
**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Star Citizen**

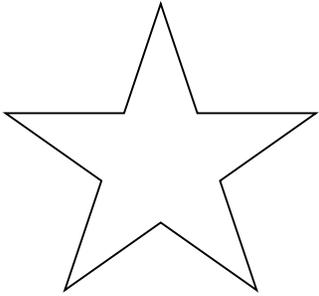


**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Star Citizen**

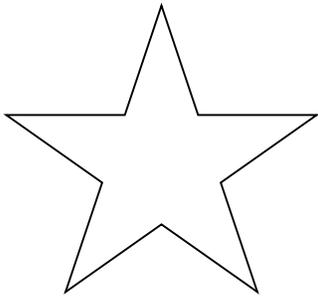


**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊



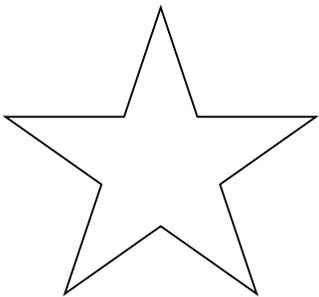
**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Congratulations!**



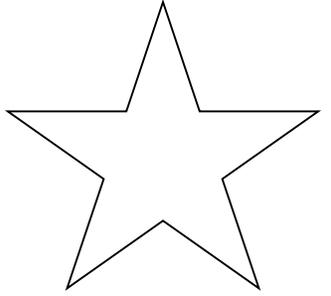
**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Congratulations!**



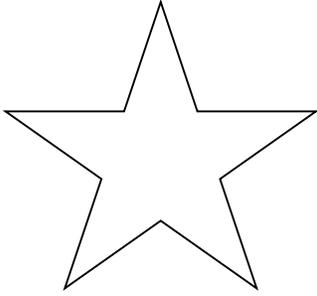
**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Congratulations!**



**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

**Star Citizen**



**Congratulations!**  
You have made  
excellent choices.  
Thank you for showing  
your classmates what  
it means to be a good  
citizen. 😊

# The Constitution Song

Tune: Mary Had a Little Lamb

The Constitution is the law,  
Is the law, is the law,  
The Constitution is the law  
For Americans.

It was written long ago  
Long ago, long ago,  
It was written long ago  
For Americans.

It gives people freedoms and rights,  
Freedoms and rights, freedoms and rights,  
It gives people freedoms and rights  
All across the land.

Now it's time to celebrate,  
Celebrate, celebrate,  
Now it's time to celebrate  
Constitution Day!