**\*REFLECTION\***

I had the opportunity to recently teach a social studies lesson; for the first time I used a multi- media component and the students were really engaged. Generally speaking Instruction has always been a domain where I have performed strongly. I have a grasp on content and delivery gained from experience in the classroom. Through Pre-Student Teaching and Student Teaching I have learned even more techniques and delivery methods. This week I was able to implement a Total Participation Technique I recently learned, in a way that was appropriate for my Kindergarten Students. I used this as my assessment alongside informal assessment. I learned the “turn to talk” technique from my cooperating teachers lead and it works for me as a transition. I also use it if I see their engagement shift or especially when I see I have a lot of children who want to participate and trying to allow them all a chance to speak would be too time consuming. I opened my lesson with a clip of the Zax from Dr. Seuss than we talked about what we saw in the clip and how to change or fix it. I introduced them to a concept I learned in school called “Velcro questions”, where you ask the questions *before* viewing content or reading a text, this way the info you are looking for *sticks* to you (like velco). I try to use a lot of question with them to stretch their understanding from *exactly* what they see or hear to an understanding of the how and why. I also use turn to talk as classroom management when they start to get chatty, at least their chatting is now being conducive to learning and I go around to listen to each pair to make sure they are on target. This lesson was successful and has now laid a framework for further discussions on conflict and conflict resolution.

**\*DOMAIN 3\***

Domain 3: Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

**\*LESSON PLAN\***

Lesson Plan Format:

Teacher\_\_ Lauren Williams \_\_\_\_\_\_\_\_ Grade Level\_ Kindergarten \_\_\_\_\_\_\_\_

1. **Content and Standards: Standards for this lesson are aligned with the content, the text and materials.**

http://static.pdesas.org/content/documents/PreK-2\_Civics\_and\_Government\_Standards.pdf

* 1. 5.3.K.B. Identify the role of adults in authority at home or in school.
	2. 5.4.K.A. Identify conflict in the classroom.
	3. 5.4.K.B. Identify how students can work together.
1. **Prerequisites: State the understanding and knowledge that is necessary for this lesson.**
	1. Prior to this lesson students need to identify and understand their relationship to each other
		1. Classmates / friends
	2. Prior to this lesson students need to be able to identify and understand their relationship to the teachers/other adults in the building
		1. Teacher/administrators
2. Essential Questions (provide a framework)
	1. What is Conflict
	2. How can we solve conflict
3. Instructional Objective: Indicate what is to be learned and what you will teach- this must be a [complete objective.](http://www.adprima.com/objectives.htm) Write this objective in terms of what an individual student will do.
	1. SWBAT define conflict in their own words
	2. SWBAT identify conflict in real world situations and literature
	3. SWBAT identify a solution to age appropriate conflict situations
4. **Instructional Procedures: BDA -** Description of what you will do in teaching the lesson, and, as appropriate, includes a description of how you will introduce the lesson to the students (Before), what actual instructional techniques you will use (During), and how you will bring closure to the lesson (After). Include what specific things students will actually do during the lesson. In most cases, you will provide some sort of summary for the students.
	1. **Beginning**
		1. **Teacher will show short clip on the Zax by Dr. Seuss**
			* 1. <https://youtu.be/dZmZzGxGpSs>
				2. **Script -** <https://docs.google.com/document/d/15lKJAS4WgGqA58DjMWrglxiO5LNUIrUmWL_nbnHi3Ho/edit>

The Zax

by Dr. Seuss

From *The Sneetches and Other Stories*

Copyright 1961 by Theodor S. Geisel and Audrey S. Geisel, renewed 1989.

1. One day, making tracks
In the prairie of Prax,
Came a North-Going Zax
And a South-Going Zax.

And it happened that both of them came to a place
Where they bumped.  There they stood.
Foot to foot.  Face to face.

"Look here, now!" the North-Going Zax said, "I say!
You are blocking my path.  You are right in my way.
I'm a North-Going Zax and I always go north.
Get out of my way, now, and let me go forth!"

"Who's in whose way?" snapped the South-Going Zax.
"I always go south, making south-going tracks.
So you're in MY way!  And I ask you to move
And let me go south in my south-going groove."

Then the North-Going Zax puffed his chest up with pride.
"I never," he said, "take a step to one side.
And I'll prove to you that I won't change my ways
If I have to keep standing here fifty-nine days!"

"And I'll prove to YOU," yelled the South-Going Zax,
"That I can stand here in the prairie of Prax
For fifty-nine years!  For I live by a rule
That I learned as a boy back in South-Going School.
Never budge!  That's my rule.  Never budge in the least!
Not an inch to the west!  Not an inch to the east!
I'll stay here, not budging!  I can and I will
If it makes you and me and the whole world stand still!"

Well...
Of course the world didn't stand still.  The world grew.
In a couple of years, the new highway came through
And they built it right over those two stubborn Zax
And left them there, standing un-budged in their tracks.
	* 1. **After the clip**
			1. **We’re going to watch the clip one more time, this time while you are watching I want you to think about the following questions**
				1. **What is the problem?**
				2. **How can we solve/fix it?**
			2. **Who can describe to me what happened with the Zax’**
				1. **Leading them to the buzz word for the lesson**

**“Conflict”**

**It goes in the middle of anchor chart for later**

**Will also do definition speech bubble**

* 1. **Middle**
		1. **Students will be called up to act out conflict scenarios narrated by teacher / Students will be narrated short scenarios including student names**
			+ 1. ***Up to* 5 short scenarios *so all students can participate* depending on time/engagement**

**Scene 1**

**Korey, Anaisha, Madison, Chloe and Miyah**

**Line up and someone busts in line**

**Scene 2**

**Nathanuel, Elijah, Asaru, Shiheem, Nasir**

**On the playground, snatches ball**

**Scene 3**

**Aniylah, Jaimira, Alexia, Morgan**

**Asking/borrow glue stick**

**Scene 4**

**Yaqzan, Kristopher, Triston, Jeremiah**

**Someone says sometime mean/teasing**

**Scene 5**

**Zyion, Rylee, Khimora, Kamyni, Anyelina**

**Friend isn’t following directions/holding up class**

* + - 1. **After each scenario students will be questioned to find the conflict and the resolution**
				1. **We will chart our findings**
	1. **End**
		1. **Back in large group students will pair off to talk about ways to prevent and solve conflict in the classroom**
			+ 1. **Essential Questions**

**What is conflict**

**How can we fix/prevent it**

**Who can help**

**Students will voice input for anchor chart**

1. Materials and Equipment: List all materials and equipment to be used by both the teacher and learner and **how** they will be used.
	1. Laptop/Projector/YouTube Video
	2. Chart Paper – Anchor Chart
2. Assessment/Evaluation: Describe[how](http://www.adprima.com/assessment.htm) you will determine the extent to which students have attained the instructional objective. Be sure this part is directly connected to the behavior called for in the instructional objective. Include rubric where necessary. CONSIDER PORTFOLIOS AND PRESENTATIONS.
	1. Collaborative Anchor Chart – students names written next to submissions
3. **VII. Differentiation: Individualized Activities:** Indicate **how** other activities/materials will be used to reinforce and extend this lesson and for whom. Include homework, assignments, and projects.
	1. ELL
		1. Our ELL student is very high-functioning with English Literacy, she knows all of her letters and letter sounds, she will not need any more individualization than to be checked on while completing her individual activity/assignment/assessment
	2. IEP / Developmental Delay
		1. For this child I will explain to him the activity individually and let him go head and try, I will then come back and allow him to dictate.
			1. He is selectively verbal and can surprise you with his ability to follow directions and stay on task but it isn’t consistent to content.
	3. General
		1. While the students complete the activity/assignment/assessment teacher is constantly circling/redirecting/encouraging/modeling

1. **Technology: Describe which technology will be incorporated and describe how technology will assist learning.**
	1. **Media Cart – Laptop, Projector, YouTube Video**
2. **Self-Assessment** Determine here how you plan to collect information that will be useful for planning future lessons. A good idea is to analyze the difference between what you wanted (the objective) and what was attained (the results of the assessment).
	1. ENGAGEMENT
		1. Monitoring attention span time
		2. Collaborative individual input