



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

<b>Lesson Title:</b>	Presidents Day Activity	<b>School:</b> Chaparral	Date: 2/15/20
<b>Instructor Name:</b>	Christine Silva		
<b>Class Size:</b>	Lesson Credits: (Where did you get your ideas for you lesson ie: website) Familyed.com		


**Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.**

<p><b>NM State Standards:</b></p> <p>Please Visit <a href="http://www.mystandards.org">www.mystandards.org</a> Please Visit Next Generation Science Standards <a href="https://www.nextgenscience.org/search-standards">https://www.nextgenscience.org/search-standards</a></p> <p>Common Core State Standards: <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>New Mexico Social Studies Standards</p>	<p><a href="#">CCSS.ELA-LITERACY.SL.1</a> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <hr/> <p><a href="#">CCSS.ELA-LITERACY.SL.1.A</a> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <hr/> <p><a href="#">CCSS.ELA-LITERACY.SL.1.B</a> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <hr/> <p><a href="#">CCSS.ELA-LITERACY.SL.1.C</a> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <hr/> <p><a href="#">CCSS.ELA-LITERACY.SL.2</a> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <hr/> <p><a href="#">CCSS.ELA-LITERACY.SL.3</a> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <hr/> <p><b>Presentation of Knowledge and Ideas:</b></p> <hr/> <p><a href="#">CCSS.ELA-LITERACY.SL.1.4</a> Strand: Civics and Government</p> <hr/> <p>Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <hr/> <p>K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>														
<b>Learning Objectives:</b>	<p><i>[Instructional context]</i> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <i>[what students will do]</i> students will write a list of words <i>[what students will learn]</i> that are content-specific vocabulary.</p> <p>Students will be able to read about Abraham Lincoln</p> <hr/> <p>Students will be able to use their fine motor skills to create an Abraham Lincoln hat.</p> <hr/> <p>Students will also read quotes from George Washington as well do a word scramble</p>														
<b>Lesson Materials &amp; Equipment</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%; text-align: center;">Item:</th> <th style="width: 10%; text-align: center;">Quantity:</th> <th style="width: 30%;"></th> </tr> </thead> <tbody> <tr> <td>Black construction paper</td> <td style="text-align: center;">30</td> <td rowspan="5" style="text-align: center; vertical-align: middle;"><b>Special Requests for RGEC Equipment:</b></td> </tr> <tr> <td>Glue</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Scissors</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Printable words to make sentences</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Printable template for hat</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	Item:	Quantity:		Black construction paper	30	<b>Special Requests for RGEC Equipment:</b>	Glue	30	Scissors	30	Printable words to make sentences	30	Printable template for hat	30
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**INSTRUCTIONAL SEQUENCE** Please note: *This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.*

- \*Body of the Lesson:**
1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
  2. Describe step-by-step what the students will be doing during the lesson.
  3. Opportunities to participate in small groups.
  4. Activity to process daily participation

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Rio Grande Educational Collaborative

### Before and After School Program Lesson Plan

1. Instructor will read or have the students take turn reading about presidents day as well as Abraham Lincoln and different quotes from George Washington.
2. Pass out materials for the Abraham Lincoln hat along with the template
3. Have students cut out the template and trace onto the black construction paper.
4. Have students glue all pieces together to make the hat.
5. Then pass out the word scramble worksheet and have students unscramble words to make a quote from the president