

# LESSON LINK<sup>®</sup> PLANNING GUIDE, CYCLE 2

## Create a New Lesson

School Site: Franklin Grade/Subject: Kindergarten

Topic/Lesson Title: Holidays: Presidents' Day

**Year-Long Goal/Lessons from Goal Setting:  
Social Studies Standards**

**Teaching Point (Lesson Objective) for Today's Lesson:** (specific lesson content/skill and California content standard. What do we want students to **know/do** by the end of the lesson?)  
**Social Studies K6—Honoring Washington and Lincoln, 2 of our presidents, by remembering their birthdays.**

One-sentence summary of what we will tell students regarding the Teaching Point or Lesson Objective?

We honor Washington and Lincoln because Washington was our first president and Lincoln was honest. They both did a lot to help our country grow.

**Our Instructional Strategy:**

demo  guided practice  inquiry  explain and give examples  lecture/discussion  other

**Diagnosing/Fixing Confusion BEFORE our Lesson:** (What immediately precedes this lesson? Are there any prerequisite skills? What do our students currently understand [or need to understand] about this topic?)

1. Read book about George Washington to build prior knowledge
2. Read a book on honesty—*Liar, Liar, Pants on Fire*—to build vocabulary

**Diagnosing/Fixing Confusion DURING our Lesson:** (Where do we think students will get stuck? What will we say or do when our students get stuck?)

<i>Where students might get stuck</i>	<i>Fix-up Strategies (Build into the plan below)</i>
1)	1)
2)	2)
3)	3)

## **DURING THE LESSON:**

**Teach (Developed lesson steps):** Should include statement of lesson goal, connection to prior learning, sequence of lesson steps, examples, questions, problems, activities.

- 1. KWL—Washington and Lincoln**
- 2. Read story about Lincoln: *Honest Abe*.**
- 3. When Lincoln returns the money, ask, “How is this an example of being honest?”**
- 4. Stop reading after the Emancipation Proclamation.**
- 5. We read an example of being honest. What have you learned about being honest? (returned money, told truth about slavery, saying what is right or not right)**
- 6. What do we call the day we honor Lincoln and Washington? (Presidents’ Day)**

**Guided Practice:** (students try it out with teacher assistance/support)

**What are some ways that people are honest?**

**Application:** (students try it out on their own)

**Booklet on why we honor these presidents**

**Anticipated Student Responses:** (What kinds of responses can I anticipate from my advanced, on-grade-level, and below-grade-level students?)

<b>Prototype Response</b> ( <i>e.g., Shutdown Sally</i> )	<b>Anticipated Student Response</b> (What might the student say/do?)	<b>Teacher Response: What can the teacher say/do?</b>
<b>1. Gory Gabe</b>	<b>Might focus on the fact that Lincoln was shot and killed.</b>	<b>Yes, he was shot. That was really sad. Some people do bad things to others and they get punished for it.</b>
<b>2.</b>		
<b>3.</b>		

**Checking in (during independent or group work):**

**Closure:** (reinforce the original lesson goal and connect today's work to tomorrow's lesson)

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**ACTION ITEMS:**

**Student Outcomes/Evidence to Collect:** (How will we document student learning, e.g., student work, verbal responses, observation? How will we know **all** students "got it," not just the ones who answered our questions? What criteria will we use to measure mastery? [e.g., sample paper, rubric])

**Ability to verbalize examples of being honest.**

**Materials/Preparation Needed:**

**Booklets created**

***Liar, Liar, Pants on Fire* and *Honest Abe*—books to read aloud**

**Chart paper—each class needs one for the KWL chart**

**Schedule for teaching/debriefing:**

**Follow-up instruction:**

**Choice Time—Individually ask students why we celebrate Presidents' Day; why we honor Washington and Lincoln.**