**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** Manners | | | | |
| **Your name:**  Brittany Hanson | **Age or Grade Level:**  1st Grade | | **Integrated Disciplines/Subjects:**  Guided Reading | **Time frame for Lesson:**  45 Minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.  LA 1.2 Students will learn and apply writing skills and strategies to communicate.  LA 1.3 Students will learn and apply speaking and listening skills and strategies to communicate. | | | | |
| **Objectives:** The student will be able to:   1. Listen to a story. 2. Brainstorm a list of manners. 3. Explain in own words what manners are. 4. Create a book page of manners to be made into a class booklet at the end of the lesson. | | | | |
| **Assessment:** The teacher will give a formative assessment to students. This will be a short quiz consisting of 7 questions. The teacher will give the formative assessment as a class. The teacher will read the questions and answer options aloud. Students will have a piece of paper and pencil and will jot down the letter for the answer they think is correct. The teacher will review the answers at the very end. | | | | |
| **Materials:**  Book: Good Manners at School, by Ann Ingalls  Paper for the manners page  Crayons  Markers  Markerboard | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** The teacher will begin the lesson by asking what good manners are? Why should we use good manners? After letting students think about and answer these two questions the teacher will introduce the book for the lesson. Telling the students that they are to do two things while I read. The first is to listen/enjoy the story and the second thing is to listen for the good manners they hear in the story. | | | | |
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| **Teacher will do:**   * The teacher will begin the lesson by asking the questions in the anticipatory set. * Next the teacher will introduce the book to students. * The teacher will let students know what she expects from them while she is reading the book. * While reading the book the teacher will stop along the way to ask questions. * When the teacher finishes the book, the teacher will ask students what were some of the manners that they heard used throughout the book. * During this time the teacher will record the students answers on the board. * Next the teacher will inform students that they are going to be making a manner page to put into a class booklet when everyone is done. * The teacher will review the manners that were written on the board that they heard in the book. * The teacher will have students raise their hand if they want to draw about showing respect by raising their hand, listening to others, waiting in line to get a drink from the drinking fountain, staying quiet during work time. * This will get the students started on what they want to draw about for their manners page. * While students are working the teacher will roam around the room. Student may ask questions if they need to. * When students finish their manners page the teacher will give students the formative assessment to check for understanding. | | **Student will do:**   * The students will participate in the group discussions. * The students will listen to the book and think about the good manners that were introduced in the book. * The students will answer questions about the story. * The students will create a manners page to be made into a class booklet. * Students will take a formative assessment. | | |
| **Closure:** Students will turn to a neighbor and tell them two manners they can use while at school. | | | | |
| **Differentiation:**  **ELL:** When introducing manners have pictures that demonstrate each manner. Raising hand—picture of a student raising their hand, keeping the classroom clean and neat—a picture of a classroom that is clean and neat.  **Resource:** For those students with ADD have them sit close by you at group time and stop to ask questions to check for understanding. Have these students role play using good manners.  **HAL:** Have these students create a poster of classroom manners that can be put up in the classroom. | | | | |
| **References:**  Good Manners at School, by Ann Ingalls | | | | |
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| **Content Knowledge:** I want students to understand what good manners are and why it is important to use good manners.  **Teaching Methods/Strategies:** This lesson plan will include hands on activities and listening to a story. | | | | |
| **REFLECTION**  I felt like this lesson plan went very well. Student enjoyed the book that I read to them called Good Manners at School. At the end of the lesson, students got a worksheet that they could write a about a manner, such as raising your hand in school or listening to others. Once they wrote about a manner they wanted to, they got to illustrate a picture. These pages were then collected and made into a class book. | | | | |
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Updated by Dr. M. K. Felton

January 2015