

Age Level: 1st Grade

Subject(s) Area: Social Studies & Language Arts

Materials Needed:

- Template for the writing assignment
- Sticky notes
- The book President's Day by Robin Nelson
- Paper and pencil
- Photo of Donald Trump

Standards:

Social Studies: 1.2.3-Identify the people and events honored in United States holidays (e.g., Thanksgiving, Independence Day, Veteran's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Columbus Day, Labor

Language Arts: W.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Objectives:

- Identify the major holiday's in the United States and identify why President's Day is important with 85% accuracy.
- Write an informative text using an introduction, body, and conclusion with 90% accuracy.

Learning Activities:

Opening Element:

1. Receive students' attention by singing "one two three, eyes on me" and having them respond "one two, eyes on you"
 - a. Students will gather at the carpet area in front of the active board with a writing utensil.
 - b. When all the students are ready and have their bodies still get their attention by telling them that there is a holiday coming up on Monday (2-20).
 - i. Have the students discuss with their elbow partner what they think a holiday is.
 - ii. When the students are finished discussing, have them raise their hands and have them talk about what they discussed with their partner.

- c. Talk to the students about President's Day and discuss what Presidents' Day celebrates.
 - a. Show the students a picture of Donald Trump and ask the class who is in the picture.
2. Create a KWL chart on the active board for the students to mark down what they know and what to know about president's day.
 - a. Students will be given a sticky note and be asked to write down something that they know about Presidents' Day and something that they want to know about President's Day.
 - b. Read the different sticky notes to the class and talk about things that they know about President's Day.
 - i. Read the book **President's Day** by Robin Nelson to the class and talk about the different responsibilities that a president has.
 - ii. Show the students the YouTube video <https://www.youtube.com/watch?v=x-MCO9O4pPI> which talks about Presidents' Day and how it was established.
3. Explain to the class that they will be writing letters to President Donald Trump.
 - a. Discuss with the class the different elements that can be put in the letter to Donald Trump and write down the class' ideas on the marker board for the students to reference. Some example might include: What is your favorite food? Do you have any pets? Why did you want to become president?
4. I will show the students a rubric that I will be using to grade their paper. The required elements will be: an introduction, a conclusion, 1 fact about yourself, 1 question, and a drawing that is labeled. The rubric will be placed on the board for the students to reference while writing their letter.
 - a. I will use the document viewer to write my own letter to President Trump and show the students the different elements that are required in their letter.
 - b. I will read a letter that President Barack Obama sent back to Mrs. Johnson's class from the previous years.
 - i. After reading the letter to the class, students will be sent back to their desk to begin writing their letter to Donald Trump.
 - ii. A writing template will be given to each student to reference while writing their letter to the president.
 - iii. The students will write their letter to the president and will be expected to ask for help if they need assistance.
 - iv. The letters to the President will be collected when all the students have finished writing.

Technology: The active board will be used to complete the KWL chart.

Required Vocabulary:

Review the following terms with the class:

- **President's Day:** A National holiday that was created to honor the past presidents of the United States

- **President of the United States:** A president is the head of government in countries with a presidential political system
- **Conclusion-** Ending part of a writing
- **Introduction-** Beginning part of a writing

Reflective Questions:

- What does the president do?
- How was Presidents' Day established?
- What do you know about President of the United States?
- What are some questions that you want to ask the President?
- What are the different parts of a writing?

Guided Practice Strategies:

- As a class, review what President's Day is and why it is important.
 - Guide the student into discussion about what the President does for the United States.
 - Talk about the different questions and comments that can be added to the letter to the President.
- Have the students complete a KWL chart about the president prior to writing their letter to the President.
- Review the different aspects of a letter as a class and allow the students to discuss different things that can be added to the letter.
- Guide the student in a discussion of the different of a letter

Independent Concrete Practice/Application

- I will show the students an example letter that the president has written to Mrs. Johnson's class previous years.
 - Students will be expected to use the template that was provided to write their letter to the President.
- Students will be reminded to think of something they learned from their lesson to put on their sticky note for the wrap-up activity in advance so they could have plenty of time to think of what they want to write.
- Prior to writing the letter to the President, the following question will be posed to the students: Why is it important to practice writing? Besides school, when else do you practice writing?
- Students will use questions that are written on the board and come up with their own questions to put into their letter to the president.

Differentiation

- Students who struggle with writing a sticky note for the KWL chart will be paired with a student that can help them by writing down the ideas.

- Students who have mastered the skill of writing can challenge themselves by choosing to write their letter to the President by themselves without the writing template.

Instructional Methods:

- Guided group work and independent practice
- KWL chart
- Modeling what a letter to the President might look like to the students

Wrap-Up:

- When the students are finished with their letter to the President, they will return to the carpet area.
 - The students will be asked to write down what they learned on their sticky notes and place the sticky note on the board.
- I will read some of the sticky notes to the class and lead the discussion of what the students have learned while talking about President’s Day and writing a letter to President Donald Trump.
- I will also ask the students to do a pair and share and talk to their partner about one question that they asked President Donald Trump.
- Lastly, the class will reflect on the importance of President’s Day and why it is important in the United States.

Assessment:

Formative: The students’ letter to the president will be assessed based on the writing rubric below.

The teacher will assess the students’ knowledge of Presidents Day based on the rubric below.

Writing Rubric

Information 1.W.1	4 (in addition to 3) *The writer taught readers some important points about a subject. *The writer wrote a beginning which he/she named a subject and tried to interest readers. *The writer used words such as and,	3- *The writer taught his/her readers about a topic. *The writer named his/her topic in the beginning and got the reader’s attention.	2- *The writer taught his/her readers about a topic. * The writer told different parts about his/her topic part by part *The writer put facts in his	1- The writer taught his/her readers about a topic. *If pictures are included in the writing they pertain to the topic. *The writer put facts in his
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	<p>also to show he/she had more to say.</p> <p>*The writer's writing had different parts. Each part told different information about the topic</p> <p>*The writer used different kinds of information in his/her writing such as facts, definitions, details, steps, and tips.</p> <p>*The writer tries to include the words that showed he/she was an expert on the subject.</p>	<p>*The writer told different parts about his/her topic on different pages.</p> <p>The writer wrote an ending.</p> <p>*The writer used labels and words to give facts.</p>	<p>writing to teach about his/her topic.</p>	<p>writing to teach about his/her topic.</p>
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Social Studies Rubric

	3	2	1
Identify the people and events honored in United States holidays	Student is able to identify the people and events honored in United States holidays without prompting	With prompting, student is able to identify the people and events honored in United States holidays	Skill is emerged, concept is emerging or developing
Participate in class discussion	Student is able to identify the people and events honored in United States holidays without prompting	With prompting, student will participate in class discussions	Skill is emerged, concept is emerging or developing

Summative

- At the end of the unit, students will be assessed on their knowledge of people and events in major United States holiday's by creating a student portfolio displaying their knowledge
- At the end of the unit, teacher's will assess students' writing using a checklist.

Reflection:

This lesson went very well! The students participated in the class discussions and paid attention to the book that was read about Presidents' Day. Throughout the lesson I differentiated and adapted by content to better accommodate to the students' needs. When doing the KWL chart, I asked the students to raise their hands and tell me something that they know about the presidents which I wrote down under the "K" of KWL. Many of the students knew the same things about Presidents' Day so the class had about 5 different items under "K". The students had many more questions that I was able to write under "W" of the KWL chart. The book answered many of the questions that the students asked and I answered the remaining questions after the book. When I told the students that we were going to write a letter to President Trump I got mixed emotions. Some students were really excited to write letters to President Trump and others not so much. When I told the class we were writing letters to the President they got really loud and there was a lot of commotion about Donald Trump. To calm the students down I counted down from 5 and they got quiet. I reminded the students that it was my turn to talk and they quieted down. The students were very invested in their letters to the President. I walked around and answered any questions that they had. Many of the students raised their hands to ask how to spell a word and eventually I got everyone's attention and told them to use their sight word folder and try their best if they didn't know how to spell a word. This prevented the students from constantly asking me questions about how to spell a word. One thing that I would change about the lesson is using better time management. Mrs. Johnson told me I had about 30 minutes for the lesson and I didn't pay attentions to the clock. Many of the students were still writing their letters at the end of the 30 minutes and it was time to transition to another subject. The students were able to finish their letters later but we never got to do the "L" part of the KWL chart.

