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INTRODUCTION

THEME:

Summer Safety

GOALS:

To increase knowledge of safety during summer activities.

OBJECTIVES:

The students will learn about swimming and how to be safe while doing it. The students will learn about being safe while riding a bike, swimming, and fireworks. The students will learn what equipment they need when doing these activities.

RATIONAL:

The reason for doing this unit is to help prepare the students for summer. There are many lakes around Warsaw, and many of the students participate in lake activities. It is very important to teach students about proper water safety. This unit will also help prepare students for riding bikes in the summer as well. This is a unit that will be covered at the end of the year so it is fresh in the students

STANDARDS:

1.2.2 Define and give examples rules and laws in the school and in the community.

1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws.

1.3.6 Explain the effect of seasonal change on plants, animals, and people.

1.4.2 Identify services that people do for each other.
SUMMER SAFETY PRE-TEST

1.) What is the first thing you do before you get on your bike?
   A. Put on a helmet.
   B. Put your seatbelt on.
   C. Put your headphones on.

2.) When you are outside at the pool what do you need to put on?
   A. Socks
   B. Headphones
   C. Sunscreen

3.) What do you need to have on at all times when you’re in a boat?
   A. Helmet
   B. Lifejacket
   C. T-Shirt

4.) Why is it a good idea to have an adult light fireworks?
   A. So you don’t get hurt.
   B. So they can have all the fun.
   C. So they get in trouble when they catch something on fire.

5.) How many people should be on a bike at one time?
   A. 3
   B. 1
   C. 2
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   A. So you don’t get hurt.
   B. So they can have all the fun.
   C. So they get in trouble when they catch something on fire.

5) How many people should be on a bike at one time?
   A. 3
   B. 1
   C. 2
SUMMER SAFETY POST-TEST

1.) When lighting fireworks you should have __________close by?
   A. Shovel  
   B. Bucket of water  
   C. Sand

2.) When riding a bike you should stay off of_________?
   A. Busy streets  
   B. Grass  
   C. Sidewalks

3.) Which sign is this?  
   ![Stop Sign]
   A. Yield  
   B. Children at Play  
   C. Stop

4.) When we dipped the strips into the water, what color meant the water was unsafe for fish?
   A. Yellow  
   B. Dark Blue  
   C. Green

5.) What is the most important thing you put on before you get on your bike?
   A. Headphones  
   B. Helmet  
   C. Socks
SUMMER SAFETY POST-TEST

1) When lighting fireworks you should have ____________close by?
   A. Shovel
   B. Bucket of water
   C. Sand

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4) When we dipped the strips into the water, what color meant the water was unsafe for fish?
   A. Yellow
   B. Dark Blue
   C. Green

5) What is the most important thing you put on before you get on your bike?
   A. Headphones
   B. Helmet
   C. Socks
TECHNOLOGY

I plan on using a little technology with this unit. I want to share a couple of websites with the students. When I am doing the lesson on water safety I would like to pull up a site and look at the safety tips with the students. I used a lot of technology while planning the unit. I used many different websites to help me plan the lessons.

http://sk.convio.net/site/PageNavigator/Campaigns/Summer%20Safety%202007/campaignSummerSafety
TRADE BOOKS


Though Grizzly Bob's Day Camp looks exciting, Brother and Sister Bear are apprehensive. But after spending a few days trying things out, they discover they can have fun.


When Papa Bear tells the cubs why they should never talk to strangers, Sister begins to view all strangers as evil until Mama brings some common sense to the problem. "The Bears' rules for safe conduct among strangers are listed on the last pages, including a rule about the privacy of a bear's body.


When Brother Bear gets a brand-new bike, he’s all set to ride it— that is, after Papa Bear shows him the rules of the road.


Arthur is not looking forward to Camp Meadowcroak, and when mysterious things start happening there, he decides to run away.


This is a book to help teach children about the outdoors. It teaches them about dealing with traffic, strange plants, animals, as well as people.


Kip and Kayla are both going to be taking swimming lesson. Kayla is anxious but Kip is excited. The more they learn about the water they realize the more fun they can have.

Little Kip just got a new bike and he is so excited about it. One thing he is not excited about is wearing his helmet. This book teaches children riding skill that will keep them safe while on their bikes.


When Elisa’s older brother goes away to sleep away camp she is so excited because she is finally the oldest child in the house. She tries to write him several times, but can never think of anything exciting to tell him. When she finally has something exciting to share she ends up leaving the letter in a library book and is unable to send it.


This book is about learning how to stay safe in everyday activities. This is a great book for students to read along with their parents.


In The Mystery at the Ball Park, the baseball season is in jeopardy when someone steals a special bat and Jessie's glove. Then the team almost doesn't make it to their first game! In The Mystery of the Hidden Beach, the Aldens try to find the terrible secret that the beach holds. And in The Summer Camp Mystery, the children investigate why someone is sabotaging the annual Olympic competition at Camp Seagull. Boxcar Children(r) Mysteries, always just right for summer reading, are now three times better with the The Boxcar Children Summer Special.
GUEST SPEAKER

For my unit I would like to have a couple of different guest speakers. I would like to have a member of the Kosciusko County Sheriff Department come out to help with the bike rodeo lesson. I would like for them to help teach the students bike safety. Children need to learn how to be safe while riding a bike especially if they are going to be riding around traffic. I would like for the students to learn what to do at traffic signs as well as how to properly put on their safety equipment.

I would like to have members of the Kosciusko Community Hospital trauma center to come and do a demonstration for the students. I would like for them to see what could happen if they ignore the safety procedures. I do not want the demonstration to be graphic at all. I simply want the students to see what could happen. I hope by them seeing this it will stick with them so they always remember what not to do.
My bulletin board will start out with just the stems of the flowers. Each student will be given a flower to color. After they have colored the flower they will write an activity that they plan on doing over the summer on it. I will call up each student one by one to glue their flower onto a stem on the board. I would like to touch on each of the activities that is listed on the board during the unit.
Dear Parent/Guardian,

This is just a letter to let you know what your student will be doing the next couple of weeks. We are going to start our social studies unit on summer safety. I feel it is very important to educate our students on safety procedures especially for summer. Students are out playing, riding bicycles, swimming, and having fun. The most important thing is to make sure they are safe while doing it.

In this unit the students will have a chance to see a demonstration from the local trauma unit. This will not be graphic in any way. It is simply a chance for the students to see what could happen if they are in an accident over the summer and see that there are some amazing people that will take very good care of them.

We will also have a member of the sheriff’s department come out to speak to the children about traffic signals and bike safety. During this time the students will each be given their own bicycle helmet. They will also get the opportunity to participate in a bike rodeo where they have to ride around an obstacle course. This should be a fun activity for the students.

I am really looking forward to teaching this unit and seeing how much the students enjoy it. Some of the activities we are going to be doing will require some volunteers. I will be sending notes home letting you know when we are going to need the help. I am looking forward to seeing you!

Sincerely,

Miss Goins

slgoins@spartans.manchester.edu

(765)674-8180
LESSON PLAN by  Stacey Goins

Lesson: What are you doing this summer? #1

Length:  25 minutes

Age or Grade Level Intended:  Grade 1

Academic Standard(s):  English
   1.5.2   Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details
Social Studies
1.3.6   Explain the effect of seasonal change on plants, animals, and people.

Performance Objectives:
   In class the student will write about their summer plans in at least half a page.

Assessment:
   I will look over the student’s writings and grade them. I will be looking for complete sentences with proper capitalization and punctuation. I will then use what I learned from what they wrote about to help drive the rest of the unit.

Advanced Preparation by Teacher:
   None

Procedure:

   Introduction/Motivation:

   To start off this unit I would like to have a summer cookout for lunch that day with the students. This will help get them excited about summer and hopefully the unit. After we have had our lunch I will bring the students back to the room to do the lesson.

   Explain that we are going to be learning how to have a safe and fun summer vacation. We do different activities when the weather changes. We get outside and we are active during the
Tell the students that they are going to get to help plan the things we will be learning through what they are going to do today in their writing assignment.

**Step-by-Step Plan:**

1.) Explain writing assignment. I want them to write five or six sentences explaining what they are planning on doing this summer. I will remind the students they need to use complete sentences as well as proper capitalization and punctuation.

2.) The student will go to the back of the room to help me write about my summer plans. I will have a list of activities I plan on participating in this summer and they will help me write sentences about those activities.

3.) The students will then go back to their seats.

4.) Pass out writing paper.

5.) After students are done writing they will draw a picture of themselves doing a summer activity.

**Closure:**

Collect writings

**Adaptations/Enrichment:**

*For students with LD in reading I will have an aid assist them in writing.

*For students who are exceptional learners I will have them write a story instead of a paragraph.

**Blooms:**

Comprehension: explain in writing what the student is planning on doing this summer

Synthesis: create a drawing of the student doing that summer activity

**Gardner’s Multiple Intelligences:**

Linguistic: the students are using their words to describe their summer plans

Spatial: the students are drawing a picture of their summer plans

**Self-Reflection**
Was it a good idea to do the cook out?

Is there some other way I can get the students engaged and excited about the unit if the cook out isn’t successful?

Were my students engaged?

Did I allow enough time for this lesson?
Lesson:  *I’m Safe On My Bike*

Length:  25 minutes

Age or Grade Level Intended:  Grade 1

**Academic Standard(s):** English

1.1.15  Read aloud smoothly and easily in familiar text.

**Social Studies:**

1.2.3  Explain why rules and laws exist and describe the benefits of having rules and laws.

**Performance Objectives:**

When reading aloud, the student, will read smoothly from the book.

**Assessment:**

I will have a checklist, if the student reads smoothly they will receive a check and if they struggle, they will receive a minus next to their name.

**Advanced Preparation by Teacher:**

Have copies of the book *I’m Safe On My Bike* by Wendy and Paul Gordon for each student and for yourself.

**Procedure:**

**Introduction/Motivation:**

Ask the students to remember back to the writings we did the day before. Ask them how many students put wrote about riding their bikes. Tell them today we are going to be reading a story about being safe while riding bikes.

Talk about riding bikes. Have the students tell what the steps are that they go through before they even get on their bike. Write these steps down on the board. Tell them we are going to read the book and see if they have covered all of the steps.

**Step-by-Step Plan:**
1. Talk about bikes and bike safety.
2. Pass out books.
3. Teacher reads the book aloud to the class.
4. Read through the whole book together as a class. The students need to be reading it and following where we are with their finger.
5. Break the class up into pairs and have them read the book together. One student will read a page while the other is following along with their finger and then they will switch.
6. Have the each student make a poster to hang up with a step of the bike safety routine.

 Closure:

 Have the students share their poster with the class and explain what routine they did.

 Adaptations/Enrichment:

 *For students who are hearing impaired I will use a headphone set.

 * For students who are gifted I will have them make a poster with each step of the bike safety routine on it instead of just one of the steps.

 Blooms:

 Comprehension: explain what the steps involved in getting ready to ride a bike are.

 Synthesis: create a drawing of the bike safety routine.

 Gardner’s Multiple Intelligences:

 Linguistic: the students are reading a book

 Spatial: the students are creating a poster for bike safety.

 Self–Reflection

 Were my students engaged?

 Was the reading level of the book appropriate for the students?
Was I able to get around to assess each student? If not, what other type of assessment could I do?
LESSON PLAN by Stacey Goins

Lesson: Geometry #3
Length: 25 minutes
Age or Grade Level Intended: Grade 1

Academic Standard(s): Math
1.4.7 Identify geometric shapes and structures in the environment and specify their location.

Social Studies
1.2.2 Define and give examples rules and laws in the school and in the community.

Performance Objectives:
On a worksheet, the students will correctly color the shapes with the corresponding sign color with 100% accuracy.

Assessment:
I will look over the student’s worksheets to see how well they did identifying and coloring the shapes of the signs to assess whether or not it needs to be revisited.

Advanced Preparation by Teacher:
Find pictures of a stop sign, yield sign, and a stop light sign to show the students what color they are supposed to be.

Procedure:
Introduction/Motivation:
Explain that we are going to be learning how to have a safe and fun summer vacation. Remember how we learned the proper routines to do for riding a bike? Now we are going to learn some very important signs that help keep us safe while we are riding our bikes. Let the
students know how important math is in everyday life. Explain to them that without math our world could become dangerous.

**Step-by-Step Procedures:**

1.) Hold up different signs and call on a student to name each sign.
2.) Ask students if they know what each sign means and to explain the importance of it. Add on whatever they leave out.
3.) Hand out papers.
4.) Have students color each sign the correct color that was previously shown.
   “Color the octagon red.”
   “Color the triangle red and white.”
   “Color the square yellow. Color the stop light inside the square the proper colors; red, yellow, and green.”

**Closure:**

Collect papers. Ask the students some follow up questions. (See Blooms)

**Adaptations/Enrichment:**

*For those students who need extra help you may leave the examples up somewhere in the room for them to see which ways the signs are to be colored.

*For those students who are exceptional you may have the students draw pictures of the signs and color them the correct colors.

**Blooms:**

Knowledge: Name the three signs we learned today.

Comprehension: Where may we find these signs?

Analysis: Are any of the three signs alike? Do they mean the same thing? What do you do when you come to these signs on your bike?
Gardner’s Multiple Intelligences:

Linguistic: the students are using their words to answer the questions asked.

Spatial: the students are looking at pictures of geometric shapes.

Kinesthetic: the students are coloring.

Logical/Mathematical: the students are learning about shapes.

Self-Reflection

Should I have found more signs for the students to learn? If so what other signs should I have used.

Were my students engaged?

Were they able to color each sign the correct color?
Color each shape correct color.
LESSON PLAN by  Stacey Goins

Lesson: Science
Length:  30 minutes
Age or Grade Level Intended:   Grade 1

Academic Standard(s):  Science
1.4.4  Use tools, such as rulers and magnifiers, to investigate the world and make observations.

Performance Objectives:
When given a water sample, the students, will be able to test the PH with 100% accuracy and tell the teacher if the fish can survive.

Assessment:
I will look over the information sheet the children create with the different PH of the different samples of water.  I will see if their findings match what I had found.  (I will test all of the samples first and then check the students’ findings against my own.)

Advanced Preparation by Teacher:
Buy PH strips and chart that is on the side of the box of the strips.  This is what the students are going to match their strips to.  Get different samples of water.  Test different water samples before the students do.

Procedure:
Introduction/Motivation:
Remind the students that we have learned about being safe while riding a bike.  Tell the students that we are going to be learning about safe drinking water while out camping.

Ask the students how many of them go camping.  Then explain that some of the bodies of water they see while camping can either be good or bad for fish to live in.  Tell them that they are going to be testing different samples of water to determine if fish are safe to live in that water.
Tell the students if the fish are not healthy that they are catching for dinner then it can make them sick too.

**Step-by-Step Plan:**

1.) Explain what a PH strip is and what it does.
2.) Tell the students what is an ideal PH level for fish.
3.) Demonstrate using a PH strip in one of the samples.
4.) Divide class up into groups of 4.
5.) Give each group a different sample of water.
6.) Each student gets to test the water and write down what color the strip turns on their information sheet and if that falls into the ideal level for fish with a simple yes or no.
7.) After everyone in the group has tested the water give them another sample.
8.) They will do the same with that sample.
9.) Give each group one last sample.
10.) Have them record their findings.

**Closure:**

Ask follow up questions. (Bloom’s)

**Adaptations/Enrichment:**

*For those students who struggle with fine motor skills, have them work with an aide to dip the strips and then dictate to the aide their findings.

*For those students who are gifted have them write a sentence as to whether or not the sample is ideal for fish to live in instead of a yes or no answer.

*For students who have a hearing impairment I will have a microphone on so the directions can be heard.

**Blooms:**

Knowledge - describe what happened to the PH strip.

Analysis – compare what the PH of the water and the health of the fish have in common.

**Gardner’s Multiple Intelligences:**

Linguistic: the students are using their words to answer the questions asked.

Kinesthetic: the students are using fine motor skills by dipping the strips into the water samples.
Logical/Mathematical: the students are using logic to determine if the PH level is safe for the fish.

**Self-Reflection**

Should I have had an aide to help?

Was this lesson appropriate for the age group?

Were the students engaged?
Lesson: Water Safety #5

Length: 40 minutes

Age or Grade Level Intended: Grade 1

Academic Standard(s): Art

1.6.2 Create artwork about self, family, and personal experiences
1.6.5 Reflect on and share work with others.

Performance Objectives:

Given materials the students will create a neat and colorful picture.

Given an allotted about of time, the students, will share their picture with the class out loud.

Assessment:

I will grade upon completion.

Advanced Preparation by Teacher:

The teacher will supply art paper and crayons for the students to use. Pictures of water safety equipment for students to see.

Procedure:

Introduction/Motivation:

Ask students who likes playing in the water and if they play in a pool, lake, or if anyone has been to the ocean. Tell them we are going to go down to the computer lab to work look at a website for a little while.
Step-by-Step Plan:

1.) Go to http://sk.convio.net/site/PageNavigator/Campaigns/Summer%20Safety%202007/campaignSummerSafety. Go through water safety tips.
2.) Talk about boat safety.
3.) Hand out drawing paper.
4.) Hand out crayons.
5.) Have students draw pictures of themselves and/or their family having a SAFE time on the water.

Closure:

Explain how important it is for people to follow along with water safety.

Adaptations/Enrichment:

* For students who are hearing impaired I will use a headphone set.
* For students who are visually impaired put the pictures of the safety equipment on an overhead projector.

Blooms:

Knowledge: recall why it is important to practice water safety.

Synthesis: create a drawing showing water safety.

Gardner’s Multiple Intelligences:

Logical: the students are using logic to explain why it is important to practice water safety.

Spatial: the students are creating a drawing.

Reflection:

Did I allow enough time for the students to complete their pictures?

Were my students engaged?
Lesson: PE Bike Rodeo # 6

Length: 45 minutes

Age or Grade Level Intended: Grade 1

Academic Standard(s): P.E.

1.3.1 Participate in lifetime activities during physical education and recess.
Example: Participate in a twenty minute fitness walk (fast walk) during physical education class.

Social Studies:
1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws.

Performance Objectives:

While outdoors, the students will successfully ride through the obstacle course/

Assessment:

I will grade the students on participation.

Advanced Preparation by Teacher:

Set up obstacle course with cones. Arrange for a bicycle patrol officer to come visit with the students. Arrange for each student to get a helmet. Arrange for several bikes to be at the school for the students to use.

Procedure:

Introduction/Motivation:

Review bike safety tips we learned last week in the book we read.

Always put on a helmet.
Always wear tennis shoes.
Never ride on the street.
Always ride with a buddy.

**Step-by-Step Plan:**

1. Have the officer talk about his job and how he prepares to do his job.
2. Question answer session with officer.
3. Pass out helmets.
4. Help students fit their helmet to their head.
5. Students ride through obstacle course.

**Closure:**

Ask students what they learned from the officer. (See Blooms)

**Adaptations/Enrichment:**

*For students who are ADHD have them up in the front so it is easier for them to pay attention to the officer.

*For students who are in a wheelchair have them run through the obstacle course in their chair. Someone could push them if they are unable to wheel themselves through the course.

*For students with a hearing impairment have the officer wear a microphone so the student could hear everything he was sharing.

**Blooms:**

Knowledge: Recall the steps the officer goes through before getting on his bike for work.

Application: Demonstrate proper bike safety.

**Gardner’s Multiple Intelligences:**

Linguistic: the students are using their words to answer the questions asked.

Spatial: the students are maneuvering through the obstacle course.

Kinesthetic: the students are peddling through the obstacle course.
Self-Reflection

Was it too expensive to get helmets for all of the students?

Did they learn anything from having the officer come to speak with them?

Were there enough bikes for the students to get through in the allotted time?

Were the students engaged? Did they have fun?
LESSON PLAN by Stacey Goins

Lesson: When Riding a Bicycle, Please Be Smart (Music) lesson #7
Length: 20 minutes
Age or Grade Level Intended: 1st

Academic Standard(s):

Music
1.1.2- Maintain a good posture and a steady beat while singing

Social Studies
1.2.3- Explain why rules and laws exist and describe the benefits of having rules and laws

Performance Objectives:

While singing, the students will sit up straight throughout the whole song.

When asked, the students will write down two examples of safety rules on a sheet of paper.

Assessment:

I will assess the students’ posture through informal observations. I will walk around and remind those students who are not sitting up straight that they need to.

I will collect the students’ papers and check to make sure they have two examples written down. I will check for proper sentence structure. Did the students write in complete sentences? Did they use proper capitalization and punctuation?

Advanced Preparation by Teacher:

Get the instrumental version of Twinkle, Twinkle Little Star. Print off the words to the bike safety song.

Procedure:

Introduction/Motivation:

I will start out by asking the students some questions about the I’m Safe on My Bike book (lesson #2) I will ask them to recall (Bloom’s Knowledge) a couple of the safety steps in the book. I will then tell them we are going to learn a fun way to memorize our safety tips.

Step-by-Step Plan:

1. Put the words to the song up on the overhead projector.
2. Sing the song for the students.
3. Walk through the words to the song with the class.
4. Have the class sing the song without the music a couple of times.
5. Add the music and have the class sing the song a couple of time.
6. Have students pull out a sheet of paper.
7. Ask the class to write down two ways to be safe on their bike.

**Closure:**

Collect the students’ papers while singing the song through a couple more times.

**Adaptations/Enrichment:**
For students with hearing impairments I would use a microphone and find a way to teach them the song in sign language.

For students with ADHD I would sit them in the front so they are able to pay attention.

**Blooms:**

Comprehension: Explain why it is important to wear a helmet.

Application: Use an example of a sign you may see that you would need to stop at.

Evaluation: Predict what you think might happen if you try to ride your bike while you are eating.

Knowledge: List some busy streets you would want to stay away from while on your bike.

**Gardner’s Multiple Intelligences:**

Linguistic: The students use words in order to answer questions.

Musical: The students are learning and singing a new song.

Intrapersonal: The students are relying upon themselves to write down two ways to be safe on their paper to turn in.

**Self-Reflection**

Is this lesson appropriate for this age group?

Did I allow myself enough time to teach this lesson?

Were my students engaged?

If my students were not engaged how might I tweak the lesson in order to catch their attention better?
This song is sung to the tune of Twinkle Little Star.

When riding a bicycle, please be smart  
Safety first right from the start

Wear a helmet on your head  
Make sure it fits, that's what I said

Do not play around on any road  
And do not carry a heavy load

Do not ride on a busy street  
And do not ride while you try to eat

Always stop at every stop sign  
Think safety first, and you'll do fine

When riding a bicycle, please be smart  
Safety first right from the start
LESSON PLAN by  Stacey Goins

Lesson: Story Time   Lesson #8

Length:  30 minutes

Age or Grade Level Intended:   Grade 1

Academic Standard(s):   English

   1.5.1   Write brief narratives (stories) describing an experience.

Social Studies:
1.2.3   Explain why rules and laws exist and describe the benefits of having rules and laws.

Performance Objectives:

   When given a prompt, the student will neatly write a story in half a page or more.

Assessment:

   I will look over the student’s papers to grade for proper capitalization and punctuation. (See Rubric)

Advanced Preparation by Teacher:

   The teacher will need writing paper for the students to use.

Procedure:

   Introduction/Motivation:

   Ask the students what we have been learning the past few days. Tell them they are going to write a story about a child making a good decision with safety or a bad decision. The students are going to make up a story as a class. I will write it out on a large sheet of paper for the class to see. This will let the students know what I expect from them.

Step-by-Step Plan:

   1.) Call class to sit on the floor at the front of the room.
   2.) Ask students for ideas on what to write our story about.
   3.) Have class make up a story while I write it down.
4.) Model the writing process for them.
5.) Send kids back to seat.
6.) Pass out paper.
7.) Tell them to make sure they put a capital letter at the beginning of the sentence and a period at the end of the sentence.

Closure:

Have students pass in their papers. Tell the students once the papers are graded they will be handed back so each student can share his or her story with the class.

Adaptations/Enrichment:

*For those students who struggle with fine motor skills, have students dictate to an aide their story.

*For those students who are exceptional have them write a full page.

Blooms:

Knowledge – who should we write this story about?

Comprehension – why should we follow safety rules?

Analysis – how would you react to a friend who wasn’t being safe?

Evaluation – if you gave this friend advice do you think he or she would listen to you?

Gardner’s Multiple Intelligences:

Linguistic: the students are using their words to answer help write the story as a class as well as write their own individual stories.

Kinesthetic: the students are using fine motor skills by writing their stories.

Intrapersonal: the students are writing their own stories and creating them themselves.

Self-Reflection

1. How did this lesson go over with the students?
2. Did they get anything out of the lesson?
3. How can I make it better for the next time I teach it?
4. Is this lesson too advanced for first graders?
5. If the students are struggling, what can I do to help?
Name: ______________________________

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Total: ____________________________
Lesson: What to do. What not to do. DRAMA #9

Length: 30 minutes

Age or Grade Level Intended: Grade 1

Academic Standard(s): Drama

1.10.1 Experience live theatre.

Social Studies:

. 1.4.2 Identify services that people do for each other.

Performance Objectives:

When given the opportunity the student will experience live theatre in a respectful manner.

Assessment:

I will grade on how participation. If the students act out while the guest is there I will write their name down and they will not receive their participation points for the day.

Advanced Preparation by Teacher:

Speak to a local hospital trauma centre and see if they would be willing to come perform an accident scene with the class. (Be sure to tell them that it is a first grade classroom so it should not be graphic in any way.)

Procedure:

Introduction/Motivation:

Ask for students to raise their hands and tell me what they know about being safe on a bike. Tell the students we have special guests here today and we are going to watch a skit.
They are going to learn what to do if something happens to either themselves or a friend out on a bike. The speakers will act out what they would do in an emergency situation then teach the students how to react to an emergency situation.

Tell the students we are going to have a trauma team come and do a skit for the class. These are people that come and help when you have an accident. The provide a type of service to the community.

**Step-by-Step Plan:**

1.) Take students to watch the skit.
2.) Bring students back from skit.
3.) Once the students get back from the skit have them create a list as a class of things to do in case of an emergency.

**Closure:**

Ask students questions about the skit. (See Bloom’s)

**Adaptations/Enrichment:**

*For an autistic student be sure to have an aide there to continually remind them that this is a skit so they do not become upset.

**Blooms:**

Knowledge: recall why it is important to know what to do if an emergency does happen.

Synthesis: write down a list of things to do in the case of an emergency.

Comprehension: retell one thing you learned today. (go around the room and ask each student)
Gardner’s Multiple Intelligences:

Visual/Spatial: the students are watching others perform a skit.

Interpersonal: the students are learning through others by watching them.

Self Reflection:

Were the students engaged?

Did I allow enough time for this?

Was the presentation age appropriate?
Lesson Plan by Stacey Goins

Lesson: Firework Safety #10

Length: 20 minutes

Age or Grade Level Intended: Grade 1

Academic Standard(s): Social Studies

1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws.

Performance Objectives:

When given a quiz, the student will answer the questions with 80% accuracy.

Assessment:

The students will complete a short yes or no (true/false) quiz after the lesson.

Advanced Preparation by Teacher:

Buy drop pops for each of the students.

Procedure:

Introduction/Motivation:

Remind students what we learned about in our last lesson. (Bloom’s Knowledge) Have them recall a safety procedure they have learned so far. (Bloom’s Knowledge) Tell the students we are going to be learning about fireworks! Take them outside to do drop pops.

Step-by-Step Plan:

*Go over safety tips

1. Children should never play with or light fireworks. Why do you think this is not a good idea? (Bloom’s Comprehension)
2. Adults should always keep a bucket of water handy in case of a malfunction or fire. What is the bucket used for? (Bloom’s Comprehension)
3. Adults should read and follow all warnings and instructions before using fireworks. What could happen if the directions are not followed? (Bloom’s Synthesis)
4. Adults should be sure that other people are out of range before lighting fireworks. Why do we need to have people out of the way? (Bloom’s Comprehension)

5. Sparklers burn at such high temperatures that they burn clothing. Is it a good idea to burn sparklers in a big group of people? (Bloom’s Synthesis)

**Closure:**

Hand out quiz. Have students take the quiz then collect it.

**Adaptations/Enrichment:**

*For a student with a learning disability in reading, have someone read his quiz aloud to them.

*For students with a learning disability in language arts, have an aide assist in the quiz.

**Gardner’s Multiple Intelligences:**

Linguistic: The students are reading their quiz.

**Reflection:**

Is the quiz too difficult for the students?

How engaged were they?

Do I need to find some other way of teaching these tips?
Firework Safety Quiz

Directions: Put a T if it is true and an F if it is false.

1. It is safe for your little brother to light off fireworks? _____

2. Fireworks need to be placed in a bucket of water after they have burnt out. _____

3. It is safe to do sparklers in a large group of people. ______

4. It is safe to shoot fireworks at people. _______

5. Fireworks should only be done with adult supervision. ______
In my cooking lesson I am going to teach the students how to make America’s favorite summertime dessert. We are going to learn how to make an apple pie. I will need assistance from parent volunteers or aides for this lesson. I will bring in all of the materials we are going to use. The students will be divided up into groups of four. There will be an adult in each group to help the students. Each student will be assigned a job. One of the jobs will be to roll out the dough. Another job will be to put the dough in the bottom of the pan. Another job will be to put in the pie filling. The last job will be to put the top of the pie on. One of the adults will already have cut the dough into strips so the student can just put the strips on top of the pie in a lattice pattern. We will take our pies down to the cafeteria to bake them. We will put some ice-cream on top and everyone will get a piece of the pie they made. For students who are hearing impaired I will have the adult in the group wear a microphone so that student is able to hear all of the directions. For students who are MiMD I will have a pie already made up so they can see what the finished product is going to look like. That is mainly if they are the student who is doing the lattice work on the top of the pie. The assessment for this lesson would be simply following directions. I would have the adult in each group keep track of who is following direction and who is not. This lesson will be graded on participation.
In my fine motor lesson I want to incorporate math with fine motor skills. I would like to buy a bike lock for each of the students. I am going to teach them how to work a combination lock. They are going to have to memorize a combination in order to lock and unlock their bikes. This combination will also be given out to the students on a note card for them to keep in their backpack. I realize they are going to struggle with memorizing the combination at first. The students are going to have to use fine motor skills in order to arrange the numbers on the lock to get it to unlock. I would like to have a couple of parent volunteers in the class to assist with teaching this skill. I would like for them to walk around the room and help those students who are unable to get it. The students will be assessed by whether or not they can get the lock unlocked or not. For students who struggle with fine motor skills I would get them a lock with a key instead of a combination lock. I would also use a lock with a key for students who are MiMD. I think it may be too difficult for them to use a combination lock.