

Start of School Lesson Plan

Lesson Plan by Danielle Moeller

Lesson Plan adapted from Paula Maritz @

<http://www.lessonplanspage.com/OtherArtFirstDayOfSchoolClassPuzzleIdea24.htm>

Lesson: Class Puzzle – First Day of School

Length: 35-45 minutes

Age or Grade Intended: any grade (done for 1st for student teaching purposes)

Academic Standard(s):

- **1.5.1** Identify one's own individual talents, interests, and hobbies, as well as the talents and interests of others.
- **1.5.2** Identify groups to which people belong.
 - Example: Boy Scouts, Girl Scouts, clubs, musical groups.
- **1.5.3** Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully.
- **1.5.4** Demonstrate the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.

***Performance Objective(s):**

- Given a piece of paper, students will draw three talents, interests, hobbies and/or groups of participation for themselves and a classmate.
- Given a scenario, students will give an example of how they would resolve the conflict in a peaceful manner.

Assessment:

- The teacher will observe students as they answer questions, work on their puzzle pieces, and put the puzzle together as a class.
- The teacher will fill out a checklist for each student at the completion of the activity.

Advanced Preparation by Teacher:

- Materials needed:
 - Large piece of paper or poster board cut into puzzle pieces – one for each student plus a few extra for the teacher and any students that may join during the school year
 - Have folded blank pieces of paper (folded in thirds) ready for them to use during the second part of the activity.

- Make sure that students have crayons, colored pencils, or markers to decorate their puzzle piece
- A list of 5 scenarios in which the student will have to figure out how they would solve the conflict in a peaceful manner.

Procedure:

Introduction/Motivation:

- Have a discussion with the students and ask them what they are looking forward to doing and learning this year. (*Blooms-Knowledge*)
- Talk to them about problems that can arise through group work and free time. Ask them about ways that they would resolve such conflicts. (*Blooms-Knowledge*)
 - Be sure to explain to the children what a “problem” is; for example: fighting.
- Explain to them that we will be doing a puzzle project that will help them to get to know each other better and will help them to start learning how to work together.
- Give instructions for the activity.
 - Each student will be given a piece of the puzzle.
 - First, they are to write their name somewhere on the puzzle piece.
 - Then, they will decorate it in any way that they would like.
 - Ask one student to repeat the directions that you just gave. (*Blooms-Comprehension*)
 - When they have finished, they will put their things away and work on the worksheet.
 - For the worksheet, they are to draw 3 things about themselves on one side of the blank piece of paper. Then they will find another student who is done with their puzzle piece and find out 3 things about them. (*Gardner-Linguistic*) These will be drawn on the other side of the paper. Have the students use their partners back to draw their pictures. (*Gardner – Interpersonal and Bodily-Kinesthetic*) They should turn their finished worksheets in to the teacher.
 - “Be sure to write your name on the side about you and the other person’s name on the side about them.”
 - If there are still people working on their puzzle pieces or worksheets, the students will quietly look at a book.
 - When all the students have completed their puzzles and worksheets, they will go to the back of the room and put the puzzle together. (*Gardner-Interpersonal and Bodily-Kinesthetic*)

Step-by-Step Plan:

- Give each student one of the puzzle pieces.
- Instruct them to write their first name somewhere on their puzzle piece.
- After they have done this, the students will decorate the rest of their piece however they would like. Some suggestions: favorite color, food, sport(s), TV show, club that they are in, toy, subject, etc.
 - Ask students to give examples of a few of these to help get them started.
 - “What is your favorite color Seth?” (*Blooms-Knowledge*)
- Ask one student to repeat the directions to the teacher. (*Blooms-Comprehension*)

- Remind them to take their time and be neat.
- As the students finish their puzzle pieces, have them put their things away and begin their worksheet.
 - They will come up to the front of the room and get a folded piece of paper. (*Gardner-Bodily-Kinesthetic*)
 - They will take their paper back to their desk and draw three pictures that describe them on one side.
 - When they have finished that, they are to find a neighbor who is also done with their puzzle piece and draw three things about them on the other side. (*Gardner-Interpersonal*)
 - Make sure that they write their name and their partners names on the correct sides.
- When each student has finished their piece of the puzzle, allow the students to work together to assemble the puzzle on a table or the floor. (*Gardner-Interpersonal and Bodily-Kinesthetic*)
- After the puzzle has been completed, have the students gather around it.
- Ask the students to raise their hands and point out some of the things that they see on the newly completed puzzle. For example: Matt has a baseball on his puzzle piece. (*Blooms-Knowledge*)
- Have them also find things that people have in common on their puzzle pieces. For example: Tish and Liz both used the color green. (*Blooms-Comprehension*)
- Use these observations to explain to them that even though they do have differences, they also have things in common that they can use to build new friendships.

Closure:

- Point out to the students the things that had just taken place while creating their puzzle: they worked together, used problem-solving skills, and practiced patience.
- “Did any conflicts arise? How were they fixed?” (*Blooms-Comprehension*)
- “In my hand is a sheet of paper that has some problems written on it. What I need you to do is raise your hand and tell me how you would handle the situation in a peaceful manner.”
 - There are 5 prepared scenarios; ask 2 students per scenario how they would resolve it. (*Blooms-Knowledge and Application*)
- Ask students to list some of the things that were mentioned at the beginning of the lesson about what they wanted to do and learn this school year. (*Blooms-Knowledge*)
- Explain that they will work together, just as they did to put the puzzle together, as they learn and experience these and other new things throughout the school year.

Adaptations/Enrichment:

- There is one student in my classroom that is a selective mute. For this child, I can allow her to tell a classmate what she would like to say. The other student can then relay the information to me.
- For those students that need to be challenged, the teacher can have them write a sentence on the bottom of their piece to go along with one of their drawings.

Self-Reflection:

- Things that went well:
 - The students worked very hard to make their puzzle pieces look nice.
 - The finished puzzle looks really neat on the wall outside of our classroom.
 - The students enjoyed doing the activity.
 - The students worked well together while trying to put the puzzle together.
- Things that did not go as planned:
 - The students did not fully understand the directions that they were given for the worksheet. This was partly due to the confusing nature of the worksheet and partly due to my inability to reword my directions in a different manner (something I need to work on!).
 - The puzzle piece coloring and worksheet took a lot longer than I anticipated. This meant that we did not have time to do the respect and scenarios part of the lesson.
 - Since the first part of the lesson ran long, the students only had 5 minutes to attempt to put their puzzle together. I wish they would have had at least 10 minutes so that they could have spent more time working together and developing their teamwork skills.
- Things I would do differently next time:
 - I would not do the worksheet part with the younger students. It was too confusing for them to understand what to do and took too much time away from other parts of the lesson.
 - I think that the lesson as a whole would have gone a lot more smoothly and been more productive with older students. Even just the puzzle part went a lot better when I did it with my 4th graders than what I experience with my 1st graders.
 - I would try not to worry so much about how nervous I am but focus on the students and making sure that they are learning from and understanding the lesson.

Rubric:

• **Checklist:**

- The student completed a puzzle piece. _____
- The student turned in the worksheet. _____
- The student followed directions. _____
- The student behaved during the activity. _____

Conflicts to discuss:

- ⇒ During free time, another student takes the toy that you were playing with away from you. (If they say tell the teacher, ask them what they would try to do before that.)
- ⇒ You are ready to take an Accelerated Reader test on the book that you have just finished, but all of the computers are being used.
- ⇒ While lining up for lunch, another student jumps in front of you in line. (If they say tell the teacher, ask them what they would try to do before that.)
- ⇒ At recess, you and a classmate do not agree on the score of your kickball game.
- ⇒ One of your classmates is teasing you or another student.

(I created the worksheet on the next page for use in my 4th grade class instead of drawing on a blank piece of paper.)

Name _____

Date _____

Celebrating Similarities and Differences!

Directions: On the lines provided, write at least 3 things about yourself and 3 things about one of your classmates. Be sure to write their name on the line given. You can list things such as your favorite color, how many pets you have, what clubs you are involved in, or what you like to do during the summer.

3 things about me:

*

*

*

3 things about _____ :

*

*

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