

**Part 1: Unit Description and Lesson Plans**

**Our Family Story... What We Did as Kids**  
**First Grade Social Studies Lesson:**  
**Past, Present, Future**

**Unit Summary:**

In this unit, students apply historical inquiry within the context of families and schools. The unit begins with a focus on chronology, or time. In the first lesson, students explore the terms “past”, ‘present’, and ‘future’ by using their own personal experiences and then applying the terms to two picture books that explore the past of a child. Next, students explore different ways we learn about history as the teacher shares a story, an artifact, a photo, and a written record of their own past. Students bring in a family photograph from the past to share with the class and write a short descriptive narrative about the photograph. The idea that families have a past is then further explored through literature. As a summary activity, the class creates a “Past/Present” T-chart showing how family life has changed. Students explore photographs and information about the history of their school and then explore informational text showing how school life has changed.

**Unit Standards:**

**GLCE's:**

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 – H2.0.4 Retell important ideas and details from stories about families or schools in sequence.

1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

### C3 Indicators:

C3:D2.His.9.K-2. Identify different kinds of historical sources.

C3: D2.His.10.K-2. Explain how historical sources can be used to study the past.

C3: D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.

### ELA:

CCSS.ELA-LITERACY.W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### 21st-Century Skills:

1. Collaboration
2. Communication

3. Critical thinking

4. Creativity & Innovation

Lesson # (x min)	Activities & Materials	Expectations & Goals
<b>Day 1: KEY LESSON 1 (30 Minutes)</b>	<p><b>Activity:</b> Entry Event:</p> <p>Come in dressed in re-enactment clothing and read aloud the “letter from the 1900s” journal. Discuss one way we can teach people about life today is to keep our journal. Students do 1<sup>st</sup> Journal Entry – use the journal page from the resource below.</p> <p><b>OR</b></p> <p>A guest volunteer from the local historical society will visit the classroom. After a brief explanation about the historical society and its mission, (including how much we can learn from the past!) he/she will describe a project that the historical society is undertaking to find out how present-day first graders are both the same and different from first graders of past generations. He/she will read the children’s book, <u>Cherry Pies and Lullabies</u>, by Lynn Reiser to the class. The story illustrates a young girl’s look at several traditions from her family life and traces them back three generations, depicting how the same traditions were observed in each generation, but in different ways, according “to the times” of that generation. Students will be encouraged to identify differences between the generations as illustrated in the book as it is read. The guest will describe memories from his/her own first-grade experience and ask children to make comparisons between their current day experiences and the guest’s memories from the past. The guest will encourage students to ask questions about his/her memories (this will “model” the interview students will later conduct themselves with their family members). The guest will seek students’ help with the new historical society project by asking that they interview their parents/grandparents about first grade and memories. He/she will suggest information that the historical society might like to have, including but not limited to: the calendar year of the family member’s first-grade experience, school location, descriptions of first-grade traditions, birthday and holiday</p>	<p><b>Goals/Objectives:</b></p> <ol style="list-style-type: none"><li>1. I CAN retell important details and ideas from stories about families or schools in sequence.</li><li>2. I CAN use historical records and artifacts to conclude the past.</li><li>3. I CAN compare life today with life in the past using the criteria of family or schools.</li></ol> <p><b>Connection to Big Idea:</b></p> <ul style="list-style-type: none"><li>● History is the study of the past</li><li>● Past is something that has already happened</li><li>● The present is something that is happening right now</li><li>● The future is something that has not happened yet</li></ul> <p><b>Standards:</b></p> <p>1 – H2.0.4 Retell important ideas and details from stories about families or schools in sequence.</p> <p>1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to</p>

	<p>celebrations observed during the school year, etc. The guest will announce his/her intention to return at a later date to collect the information the students have been able to gather.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>● Computer</li><li>● Projector</li><li>● Reenactment clothes</li><li>● 1900's letter</li><li>● <a href="#">Cherry Pies and Lullabies, by Lynn Reiser</a> or via Youtube <a href="#">link</a> (12 min)</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>● <a href="#">Virtual Resources (Journal and Blog)</a> (What the Teacher Wants Blog) <b>OR</b> <a href="#">Busy Beavers</a></li></ul> <p><b>Student Thinking:</b></p> <p>During this lesson, students will consider the past as they have a hands-on experience with either a guest speaker or the teacher presentations on the past. The students will need to critically think about how the past, present, and future are different points in time. As they encounter the artifacts or read the stories, my hope is that students will say, “The past includes events that have <u>already happened</u> and the present includes events that are happening <u>right now</u>. The future includes events that <u>will happen</u>.” I would expect that as the students continue to use and apply the key vocabulary terms, they will continue to construct meaning about the world around them and their personal experiences in terms of the past, present, and future. As students work alongside their peers, I would hope that the students would begin to understand how the past is different from the present, and how that affects how they understand the world around them.</p> <p><b>Teacher Notes:</b></p> <p>During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “How can you tell that this letter is from the past?”, “Can you explain why the letter’s details differ from how you would write a letter about your life today?” and “What might you include in your letter?” These questions will support the students’ thinking and progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support</p>	<p>draw possible conclusions about family or school life in the past.</p> <p>1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p>
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	to some students who need extra assistance by offering some ideas to provoke their thinking. I would say, “Our school day looks different than the school day that this girl is describing. It also has similar aspects. What are those?” Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.	
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Day 2: (25-30 minutes)	<p><b>Activities:</b> Read aloud <u>My Family</u> by Sheila Kinkade. Create a chart of the things we learned about families.</p> <p>Brainstorm and discuss how families show their love, where they can live, what they do for fun, what they do together, where they go and the possible roles of each family member and their contribution to the family unit. Include traditional families, single-parent families, blended families, and extended family members in one household [grandparent(s), cousin(s)] as part of the discussion.</p> <p>Students will now begin their “Family Books.” Model how I begin to draw my family and illustrate it with pictures Students will create their book covers with drawings of themselves and their families. (Could also provide a famous person that can be researched by student)</p> <p><b>Closure:</b> Pair and Shares. Students share their book covers with the class. “Students, today we talked about our families and the many different parts of families. We learned that there is so much to learn about every family.”</p> <p><b>Pre-assessment:</b> Children discuss the components of a family</p> <p><b>Materials:</b> Large construction paper, Crayons, markers, pencils, Family or household pictures or drawings from the home show every member of the household</p>	<p><b>Standards:</b> Social Studies 4.1a Economics- Families provide for their needs and wants 3.1a Geography- Study how people live, work, and utilize resources English Language Arts SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p><b>Objectives:</b> Students will explore the family or household unit, of which they are essential members, of the community.</p> <p>Students will begin to create their “Family Book.”</p> <p>Students will understand the family unit as a community.</p> <p>Students will identify that families are different in many ways</p>
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**Assessment:** Assess understanding during the conference time and during the share. Ask follow-up questions if students are not confident with their explanations. Assessment of student work based on Rubric.

**Diversity:** Student word choice, organization, idea development, sentence fluency, conventions, and voice.

**Differentiation:** collaborative and flexible grouping, scaffolding, varied time allowance, multiple intelligences, varied demonstrations, simulations, and role-play.

Connections Across Curriculum: Language Arts: Writing, Reading, Speaking and Listening, Art, and Social Studies

**Student Thinking:**

During this lesson, students will critically think as they brainstorm and discuss how families show they love, where they live, what they do for fun, what they do together, etc. (This can also be adjusted for students to consider these ideas with a person whom they have studied rather than their personal experiences if triggering to students). This activity will require students to use higher-level thinking to compare how different families look and act differently. They will then have to apply what they have learned about the past, present, and future to explain how these factors also influence family structure. The students might think, "I notice that my family eats as a family every night, but some families eat at different times. I can see that in the past, this was traditional, and I wonder if in the future more families will eat independently from their family members." I would expect that as the students continue to use and apply the key vocabulary terms, they will continue to construct meaning about the world around them and their personal experiences in terms of the past, present, and future. As students work alongside their peers, I would hope that the students will begin to understand how the past is different from the

present, and how that affects how they understand the world around them.

**Teacher Notes:**

During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “Can you explain/how families differ?”, “How might your family practices look similar to those of families in the past?”, and “What might be important to your family in the future when you have children?” These questions will support the students’ thinking and progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support to some students who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.

**Technology:**

There is no technology that is required for this lesson. Some technology could be optional for teachers who would prefer to chart and brainstorm and store thoughts on a virtual chart.

<p>Day 3: (25-30 Minutes)</p>	<p><b>Activities:</b> This lesson begins with students exploring the term “history” and learning that history is the study of the past. Using a 3-column chart labeled “Past”, “Present”, and “Future”, students learn that ‘kindergarten should go in the column labeled “Past”’. Students are asked for ideas of what should go in the next columns. The teacher guides the students toward responses of ‘first grade’ and ‘second grade’ to keep with the school theme. The process is repeated as students use the chart to look at their life stages. Students complete their own three-column chart, illustrating something they liked to do in the past as a baby, something they like to do now, and something they think they would like to do in the future as a grown-up.</p> <p><b>Technology:</b> Overhead projector Document camera <a href="#">Past, Present, Future Slides</a></p> <p><b>Materials:</b> Student Journal</p> <p><b>Assessment:</b> Students identify something that has happened in the past, present, and future.</p> <p><b>Student Thinking:</b> During this lesson, students will use higher-level thinking as I introduce the concepts of past, present, and future. I will model for the students how to fill out their KWL chart. I will then introduce the past, and model how they can fill out the first column of their chart. Next, together as a class, we will fill out the present</p>	<p><b>Goals:</b> I CAN demonstrate chronological thinking by distinguishing between past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>● History is the study of the past</li> <li>● Past is something that has already happened</li> <li>● The present is something that is happening right now</li> <li>● The future is something that has not happened yet</li> </ul> <p><b>Standards:</b> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing between past, present, and future using family or school events. 1-H2.0.3 Investigate a family history for at least two generations identifying various members and their connections in order to tell a narrative about family life.</p>
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	<p>and future columns on the chart. They will critically think as they brainstorm and discuss personal experiences that they can use in their chart. They will then draw a picture to represent what they have written on their paper. *(This can also be adjusted for students to consider these ideas with a person whom they have studied rather than their personal experiences if triggering to students). They will have to apply what they have learned about the past, present, and future to explain how these factors also influence family structure. The students might think, “I notice that in my past, I learned how to ride a bike, but my friend visited his grandparents in Florida. I would expect that as the students continue to use and apply the key vocabulary terms, they will continue to construct meaning about the world around them and their personal experiences in terms of the past, present, and future. As students work alongside their peers, I would hope that the students would begin to understand how the past is different from the present, and how that</p>	<p>1 – H2.0.4 Retell important ideas and details from stories about families or schools in sequence.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.6 Produce complete sentences when appropriate to the task and situation, using correct verb tenses to convey a sense of past, present, and future.</p> <p>R.CM.01.01: Make text-to-self connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in the text through oral and written responses.</p>
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affects how they understand the world around them.

**Teacher Notes:**

During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “Can you explain the differences between past, present, and future”, “What might you think of when you think of the past/present/future?”, and “How do you think the past/present/future affect how families are structured? Do you think that in the past, families did the same activities as your family does today?” These questions will support the students’ thinking and progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support to some students who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.

<p>Day 4: (25-30 minutes)</p>	<p><b>Activities:</b> Micro-Lesson:</p> <p><u>Family Tree Introduction</u></p> <p>The teacher introduces a song like <i>Family Tree</i> by Tom Chapin. The song is used to hook the students to discuss their understanding and experiences about families and introduce the concept of a family tree. Using a graphic organizer (KWL), the teacher will record what the students already know about families and what they want to learn. The teacher and students then collaboratively compose a letter for parents sharing the intent of the unit, posing questions to further study and gather information to complete their own family trees.</p> <p><b>Student Thinking:</b> During this lesson, students will be using higher-level thinking to build on their knowledge of families and to introduce how a family tree is constructed. I will model how to make a timeline and then as a class, we will collaboratively compose a letter for parents sharing the goal of the unit in order to obtain further information about each student's family. If students are researching a famous person's life, they will continue to conduct their research as the class writes the parent letter. They will critically think about which events in their life they want to include on their timeline and how it applies to the idea of the past, present, and future.</p> <p><b>Teacher Notes:</b></p>	<p><b>Standards:</b> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Goals/Objectives:</b> I CAN demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>● History is the study of the past</li> <li>● Past is something that has already happened</li> <li>● The present is something that is happening right now</li> <li>● The future is something that has not happened yet</li> </ul>
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During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “Why do you think the timeline is structured in the way that it is?” and “What might you think of when you think of the past/present/future?”. These questions will support the students’ thinking and progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support to some students who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.

**Materials:**

- Paper
- Markers/crayons/pencils
- Assessment log

**Technology:**

- Computer/device that can play [Family Tree by Tom Chapin](#) (3:12 min)

<p>Day 5: <b>KEY LESSON</b> (25-30 minutes)</p>	<p><b>Activities:</b> <u>Family Tree Activity</u></p> <p>Students will be creating a family tree banner using information gathered from Lesson #2.</p> <p>Students will identify family members (either personal or famous person's family members) on individual leaves, which will be organized on a family tree. Students will create their individual banners using construction paper.</p> <p><b>Materials:</b> Paper Markers, crayons, colored pencils Research information</p> <p><b>Technology:</b> No technology is needed for this lesson.</p> <p><b>Student Thinking:</b> During this lesson, students will be using higher-level thinking to build on their knowledge of families and to introduce how a family tree is constructed. I will model how to make a timeline and then as a class, we will collaboratively compose a letter for parents sharing the goal of the unit in order to obtain further information about each student's family. If students are researching a famous person's life, they will continue to conduct their research as the class writes the parent letter. They will critically think about which events in their life they want to include on their timeline and how it applies to the idea of the past, present, and future.</p> <p><b>Teacher Notes:</b> During this lesson, I will facilitate learning by asking my students questions to help them reach</p>	<p><b>Standards:</b> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing between past, present, and future using family or school events.</p> <p><b>Goals/Objectives:</b> I CAN demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>● History is the study of the past</li> <li>● Past is something that has already happened</li> <li>● The present is something that is happening right now</li> <li>● The future is something that has not happened yet</li> </ul>
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	<p>higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “Why do you think the timeline is structured in the way that it is?” and “What might you think of when you think of the past/present/future?”. These questions will support the students’ thinking and progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support to some students who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.</p> <p><b>Assessment:</b> Assess understanding during conference time and during the share. Ask follow-up questions if students are not confident with their explanations. Assessment of student work based on Rubric.</p> <p><b>Diversity:</b> Student word choice, organization, idea development, sentence fluency, conventions, and voice.</p> <p><b>Differentiation:</b> Collaborative and Flexible grouping, scaffolding, varied time allowance, multiple intelligences, varied demonstrations, simulations, role play</p> <p><b>Connections Across Curriculum:</b> Language Arts: Writing, Reading, Speaking and Listening, Art and Social Studies</p>	
<p>Day 6: (25-30 minutes)</p>	<p><b>Activities:</b> Lesson 4: Mini-Lesson</p> <p><b>Continuation of the introduction to survey and timeline creation.</b></p> <p><i>Questions for the survey with parents or the questions students who are researching will</i></p>	<p><b>Standards:</b> 1 – H2.0.1 Demonstrate</p> <p>chronological thinking by distinguishing between past, present, and future using family or school events.</p> <p><b>Goals/Objectives:</b> I CAN</p>

	<p><b><i>need to answer:</i></b></p> <p>What year (approximately) was when you were six? When you were a child about my age (around 6) what was on your Christmas list?</p> <p>Please include a photo (actual picture or from the Internet) if possible.</p> <p>Students will collect data about their life from birth to age 5. Parents will help students collect data from home.</p> <p><b>OR</b></p> <p>Students will continue to create their own timeline ...</p> <p>Put pictures in order and label them with things (ideas can be seen here: from <a href="#">Timeline Template</a>)</p> <p><b>Student Thinking:</b></p> <p>During this lesson, students will be using higher-level thinking to build on their knowledge of families and to introduce how a family tree is constructed. I will model how to make a timeline and then as a class, we will collaboratively compose a letter for parents sharing the goal of the unit in order to obtain further information about each student's family. If students are researching a famous person's life, they will continue to conduct their research as the class writes the parent letter. They will critically think about which events in their life they want to include on their timeline and how it applies to the idea of the past, present, and</p>	<p>demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>● History is the study of the past</li> <li>● Past is something that has already happened</li> <li>● The present is something that is happening right now</li> <li>● The future is something that has not happened yet</li> </ul>
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	<p>future.</p> <p><b>Teaching Notes:</b></p> <p>During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “Why do you think the timeline is structured in the way that it is?” and “What might you think of when you think of the past/present/future?”. These questions will support the students’ thinking and progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support to some students who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.</p> <p><b>Technology:</b>  <a href="#">Timeline Template</a></p> <p><b>Materials:</b>  Survey  Christmas List  Photos  Rubric</p>	
<p>Day 7:  <b>KEY LESSON</b>  (25-30 minutes)</p>	<p><b>Activities:</b>  <b>CONTINUATION with focus on:</b> Not all families are the same; non-traditional families still love and support one another</p> <p>Show change over time</p> <ol style="list-style-type: none"> <li>1. Family - Who is your family? (whether biological or not)</li> </ol>	<p><b>Standards:</b>  1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Goals/Objectives:</b> I CAN demonstrate chronological thinking</p>



	<p>2. Timeline - show 1) NOW and 2) when student, parents/guardians/grandparents were born (past)</p> <p>3. Holiday tradition = Christmas gifts (ask grandparents, and parents what was on their Christmas list? What is on student's Christmas list)</p> <p>Create a survey/interview - go home and ask grandparents/parents what they wanted for Christmas</p> <p>Spend time comparing gifts across time - grandparents (past) - parents (past) - students (present) - How have gifts changed over time?</p> <p>*(Can substitute to separate from personal families if needed)*</p> <p><b>OR</b></p> <p>MODEL making a timeline by starting a school timeline on the wall or in the hallway ... use pictures from throughout the year</p> <p>Can find monthly headings at <a href="#">Optional School Timeline</a></p> <p><i>Questions for the survey:</i></p> <p>What year (approximately) was when you were</p>	<p>by distinguishing between past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"><li>● History is the study of the past</li><li>● Past is something that has already happened</li><li>● The present is something that is happening right now</li><li>● The future is something that has not happened yet</li></ul>
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six? When you were a child about my age (around 6) what was on your Christmas list?

Please include a photo (actual picture or from the Internet) if possible.

Students will collect data about their life from birth to age 5. Parents will help students collect data from home.

**Student Thinking:**

During this lesson, students will be using higher-level thinking to build on their knowledge of families and to introduce how a family tree is constructed. I will model how to make a timeline and then as a class, we will collaboratively compose a letter for parents sharing the goal of the unit in order to obtain further information about each student's family. If students are researching a famous person's life, they will continue to conduct their research as the class writes the parent letter. They will critically think about which events in their life they want to include on their timeline and how it applies to the idea of the past, present, and future.

**Teacher Notes:**

During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, "Why do you think the timeline is structured in the way that it is?" and "What might you think of when you think of the past/present/future?". These questions will support the students' thinking and progression in their understanding of the past, present, and future, and how they

	<p>can understand the vocabulary in terms of their own lives. I can give extra support to some students who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.</p> <p><b>Materials:</b></p> <p>Survey Christmas List Photos Rubric</p> <p><b>Technology:</b></p> <p><a href="#">Timeline Resource 1</a></p> <p><a href="#">Timeline Resource 2</a></p>	
<p>Day 8: (25-30 minutes)</p>	<p><b>Activities:</b> Mini-Lesson</p> <p><u>Story Necklace Introduction</u></p> <p>The purpose of this lesson is to help students develop an understanding of the important events in their lives. The teacher will read a story like <u>Love You Forever</u> by R. Munsch.</p> <p>Students will retell the sequence of events in the story as the teacher uses a circular story map “necklace” to demonstrate the cyclical nature of timelines in our lives. The teacher will prepare</p>	<p><b>Standards:</b> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing between past, present, and future using family or school events.</p> <p><b>Goals/Objectives:</b> I CAN demonstrate chronological thinking by distinguishing between past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>History is the study of the past</li> </ul>

	<p>and share his/her own timeline in the form of a story necklace. Students will be asked to create their own story necklaces as a homework assignment.</p> <p><b>Student Thinking:</b></p> <p>During this lesson, students will be using higher-level thinking to build on their knowledge of families and as they consider what their personal necklaces (experiences) are that fit in the categories of past present, and future. This lesson will be a continuation of all of the prior timeline lessons, and students will continue to construct their own understanding of the key terms based on their personal experiences. I will model my own thinking to connect to the story to show students what the lesson expectations are. If students are researching a famous person’s life, they will continue to conduct their research during the time that students are thinking about their personal histories and futures.. They will critically think about which events in their life they want to include on their timeline and how it applies to the idea of the past, present, and future.</p> <p><b>Teacher Notes:</b></p> <p>During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “Why did you pick the experiences that you did to include on your timeline?” and “How do the elements that you have chosen to put on your timeline relate to the key vocabulary?”. These questions will support the students’ thinking and progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support to some students</p>	<ul style="list-style-type: none"><li>● Past is something that has already happened</li><li>● The present is something that is happening right now</li><li>● The future is something that has not happened yet</li></ul>
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who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.

**Materials:**

- I Love You Forever by R. Munsch
- Paper
- Markers/crayons/pencils

**Technology:**

- Computer
- Document Camera

<p>Day 9: (25-30 minutes)</p>	<p><b>Activities:</b> This lesson uses the teacher’s own family history to introduce students to historical evidence. Before the lesson, the teacher creates a large chart labeled: “How We Learn About the Past”. The lesson begins with the teacher showing photographs of themselves as young children and adding the word photographs to the chart. Next, the teacher shares a childhood story and adds the term ‘people and stories’ to the chart. The teacher then shares an artifact from their past such as a childhood toy and adds the term ‘artifacts’ to the chart, explaining the term in simple words. A historical document from the teacher’s past, such as a report card or birth certificate is shared and the phrase ‘written documents’ is to the chart. Finally, the teacher guides the students in drawing conclusions about the past based on the objects and information they provided. Students recognize that everyone has a past and that we learn about the past with historical evidence.</p>	<p><b>Goals:</b> I CAN demonstrate chronological thinking by distinguishing between past, present, and future using family or school events.</p> <p><b>Big Idea:</b> Every person and every family has past</p> <p>Historical evidence from photographs, people, artifacts, and documents that can tell stories about the past</p> <p>An artifact is an object created by people that helps us understand the past</p> <p><b>Standards:</b> 1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>
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	<p><b>Materials:</b>  Student Journal  Artifacts from students  Artifacts of teacher  Historical documents  Personal photos</p> <p><b>Technology:</b>  Overhead Projector  Computer</p> <p><b>Student Thinking:</b>  Students will use higher-level thinking to connect physical artifacts of the past, present, and ideas for the future with what they have previously learned about family and the past, present, and future. As students make connections, my hope is that they will see that every family has objects and experiences that define the family's identity and they may look different than other family artifacts. I also hope that students will use critical thinking skills to make the connection that the artifacts that parents/grandparents had to represent their life experiences will not look the same as the students' artifacts. In addition, I hope that they will make this same connection between their artifacts and the artifacts that their children might have in the future.</p> <p><b>Teacher Note:</b> Prior to the lesson, find a photograph of yourself as a young child, a favorite childhood toy, and your birth certificate or old report card. These will be used during the lesson to help students understand that we gather historical evidence from photographs, people, artifacts, and historical documents to tell a story about the past. I will also be asking questions that engage students' critical thinking</p>	<p>SL.1.6. Produce complete sentences when appropriate to the task and situation.</p>
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	<p>skills. I hope to support students by also providing them with options or ideas to spark their thinking.</p> <p><b>Assessment:</b> Assess the students' understanding that every person and every family has a past by listening to their responses while discussing the story. The "In the past, my family..." worksheet can be used to assess their understanding of the past.</p>	
<p>Day 10: <b>KEY LESSON</b> (25-30 minutes)</p>	<p><b>Activities:</b> <u>Continuation from Day 9 Lesson:</u></p> <p>Students will bring in "artifacts" from an older generation (parent, grandparent, etc.) that represent that person's (his/her) first-grade years. Prior to bringing in the artifacts, first graders will interview their older person of choice with questions made up beforehand. Then, the students will reflect in a journal about that artifact they might use to represent their first-grade years. We will then have students write a letter for their future selves about how they think these aspects will change based on the changes they learned about talking with us. Talk about what has changed and what hasn't.</p>	<p><b>Standards:</b> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Goals/Objectives:</b> I CAN demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>● History is the study of the past</li> <li>● Past is something that has already happened</li> </ul>



	<p>Examples of things to bring in (even just pictures): VCR tapes, leapfrog, film camera, digital camera(flip), old assignments, light projector, tube TVs, cool math games, Webkinz, Nintendo ds, letters, email, blackberry, iPod touch, old family pictures, first job, classroom jobs, gym class, first-grade yearbooks.</p> <p><b>Student Thinking:</b></p> <p>Students will use higher-level thinking to connect physical artifacts of the past, present, and ideas for the future with what they have previously learned about family and the past, present, and future. As students make connections, my hope is that they will see that every family has objects and experiences that define the family's identity and they may look different than other family artifacts. I also hope that students will use critical thinking skills to make the connection that the artifacts that parents/grandparents had to represent their life experiences will not look the same as the students' artifacts. In addition, I hope that they will make this same connection between their artifacts and the artifacts that their children might have in the future.</p> <p><b>Teacher Note:</b> Prior to the lesson, find a photograph of yourself as a young child, a favorite childhood toy, and your birth certificate or old report card. These will be used during the lesson to help students understand that we gather historical evidence from photographs, people, artifacts, and historical documents to tell a story about the past. I will also be asking</p>	<ul style="list-style-type: none"> <li>● The present is something that is happening right now</li> <li>● The future is something that has not happened yet</li> </ul>
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	<p>questions that engage students' critical thinking skills. I hope to support students by also providing them with options or ideas to spark their thinking.</p> <p><b>Materials:</b>  Student Journal  Artifacts from students  Artifacts of teacher  Historical documents  Personal photos</p> <p><b>Technology:</b>  Overhead Projector  Computer</p>	
<p>Day 11: <b>KEY LESSON (if students are looking at famous lives rather than their own)</b></p> <p>(25-30 minutes)</p>	<p><b>Task:</b> Wax Museum activity:  <b>Culminating Activity:</b>  Students focus on one person each (or groups of students focus on one person) who is famous OR themselves and the timeline both groups have been working on. They research facts about the person or themselves. They then have to apply what they have researched to the concept of the past, present, or future. For example, if their person was Amelia Earhart, they would research her life and family. They would not only present factual information, but they would infer what her life would look like today, or even in the future, and present all of that information at the wax museum presentation.</p> <p><b>Student Thinking:</b></p> <p>My hope is that students will engage in their higher-level thinking skills to apply what they have learned over the course of this unit.</p>	<p><b>Standards:</b>  1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Goals/Objectives:</b> I CAN demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>History is the study of the past</li> <li>Past is something that has already happened</li> </ul>

	<p>Students will need to not only understand the factual evidence from the person they are presenting on, but also know how to apply the different facts to the past, present, or future. They must have a thorough understanding of each of the key terms in order to imagine what life would look like for themselves or their researched person in the past, present, and future.</p> <p><b>Teacher Notes:</b></p> <p><b>Technology:</b></p> <p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>● The present is something that is happening right now</li> <li>● The future is something that has not happened yet</li> </ul>
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#### Assessments:

- **Lesson 2:**
  - **Pre-assessment:** Children discuss the components of a family
  - **Assessment:** Assess understanding during the conference time and during the share. Ask follow-up questions if students are not confident with their explanations. Assessment of student work based on Rubric.
- **Lesson 3:**
  - Students identify one experience in the past, present, and future
- **Lesson 5:**
  - Assess understanding during conference time and during the share. Ask follow-up questions if students are not confident with their explanations. Assessment of student work based on Rubric.
- **Lesson 9:**
  - Assess the students' understanding that every person and every family has a past by listening to their responses while discussing the story. The "In the past, my family..." worksheet can be used to assess their understanding of the past.
- **Lesson 11: Culminating Activity:**
  - **Wax Museum Presentation**

**Key Terms:**

- Past
- Present
- Future
- History

**Additional Literature:**

Now One Foot, Now the Other by Tomie dePaola, My Great-Aunt Arizona by Gloria Houston, Schools Long Ago and Today by Lisa Trumbauer, The Little House by Virginia Lee Burton, Right Here on This Spot by Sharon Hart Addy, This Land is Your Land by Woody Guthrie, Clues to Long Ago by Elena Martin, Long Ago and Today by Rozanne Lanczak Williams

First-Grade Think-Tac-Toe: Complete Middle Square and One Other Square of Choice

Complete an activity with your family that you normally would	Write a letter to a relative asking about family history.	Write down 3 facts about self/researched person
Write down your favorite finding	<b>Construct a timeline with relevant facts of person/self</b>	Consider how the information you are learning applies to the key vocabulary of past, present, or future
Compare your research to a friend's research	Work together to understand how your past looks different from your researched person/parents'	Construct your own idea of how you want to represent your understanding of key concepts and talk it through with teacher.

## **TIERED LESSON PLAN**

<p>Lesson Topic: Families: Lesson 2</p> <p><b>Activities:</b> Read aloud My Family by Sheila Kinkade. Create a chart of the things we learned about families.</p> <p>Brainstorm and discuss how families show their love, where they can live, what they do for fun, what they do together, where they go and the possible roles of each family member and their contribution to the family unit. Include traditional families, single-parent families, blended families, and extended family members in one household [grandparent(s), cousin(s)] as part of the discussion.</p> <p>Students will now begin their “Family Books.” Model how I begin to draw my family and illustrate it with pictures Students will create their book covers with drawings of themselves and their families. (Could also provide a famous person that can be researched by student)</p> <p><b>Closure:</b> Pair and Shares. Students share their book covers with the class.</p>	<p>Objectives/Standards:</p> <p><b>Standards:</b> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>Social Studies 4.1a Economics- Families provide for their needs and wants 3.1a Geography- Study how people live, work, and utilize resources English Language Arts SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p><b>Goals/Objectives:</b></p> <ul style="list-style-type: none"> <li>● I CAN demonstrate chronological thinking by distinguishing between past, present, and future using family or school events.</li> <li>● Students will explore the family or household unit, of</li> </ul>	<p>Length of Lesson: 20-30 minutes</p>
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<p>“Students, today we talked about our families and the many different parts of families. We learned that there is so much to learn about every family.”</p>	<p>which they are essential members, of the community.</p> <ul style="list-style-type: none"> <li>• Students will begin to create their “Family Book.”</li> <li>• Students will understand the family unit as a community.</li> <li>• Students will identify that families are different in many ways</li> </ul> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• History is the study of the past</li> <li>• Past is something that has already happened</li> <li>• The present is something that is happening right now</li> <li>• The future is something that has not happened yet</li> </ul>	
<p>Background/Previous Knowledge/Skill: Basic foundations of a family: What is a family?</p>		
<p>Pre-assessment: <b>Pre-assessment:</b> Children discuss the components of a family</p>		
<p><b>Materials:</b> Large construction paper, Crayons, markers, pencils, Family or household pictures or drawings from the home show every member of the household</p>	<p><b>Notes:</b> During this lesson, I will facilitate learning by asking my students questions to help them reach higher-level thinking. I will ask questions based on their initial responses to the entry activity. Some foundational questions that I will ask are, “Can you explain/how families differ?”, “How might your family practices look similar to those of families in the past?”, and “What might be important to your family in the future when you have children?” These questions will support the students’ thinking and</p>	

		<p>progression in their understanding of the past, present, and future, and how they can understand the vocabulary in terms of their own lives. I can give extra support to some students who need extra assistance by offering some ideas to provoke their thinking. Not only will these questions deepen their understanding, but they will also encourage students to begin to focus on similarities and differences between the past, present, and future.</p>
<p>Tier III:</p> <p><b>Differentiation:</b> scaffolding, varied time allowance, multiple intelligences</p> <p>Connections Across Curriculum: Language Arts: Writing, Reading, Speaking and Listening, Art, and Social Studies</p>	<p>Tier II:</p> <p><b>Differentiation:</b> collaborative and flexible grouping, varied demonstrations, simulations, and role-play.</p> <p>Connections Across Curriculum: Language Arts: Writing, Reading, Speaking and Listening, Art, and Social Studies</p>	<p>Tier I:</p> <p>Read aloud <i>My Family</i> by Sheila Kinkade.</p> <p>Create a chart of the things we learned about families.</p> <p>Brainstorm and discuss how families show their love, where they can live, what they do for fun, what they do together, where they go and the possible roles of each family member and their contribution to the family unit. Include traditional families, single-parent families, blended families, and extended family members in one household [grandparent(s), cousin(s)] as part of the discussion.</p> <p>Students will now begin their “Family Books.”</p> <p>Model how I begin to draw my family and illustrate it with pictures</p> <p>Students will create their book covers with drawings of themselves and their families. (Could also provide a famous person to research)</p>
Assessment:		

Assess understanding during the conference time and during the share. Ask follow-up questions if students are not confident with their explanations. Assessment of student work based on Rubric.	Assess understanding during the conference time and during the share. Ask follow-up questions if students are not confident with their explanations. Assessment of student work based on Rubric.	Assess understanding during the conference time and during the share. Ask follow-up questions if students are not confident with their explanations. Assessment of student work based on Rubric.
Additional Accommodations: Provide famous figures for students to research and complete their assignment on if a family is triggering.		

### **Rubrics for Timelines:**

Illustration Construction	Excellent 4	Good 3	Fair 2	Poor 1
	Illustration is extremely attractive. Many different colors were used	Illustration is attractive. Some different colors were used.	Illustration is attractive. Very few colors were used.	Illustration is poorly made. Almost no color used.
Illustration Theme	Illustration shows important characters, setting and event.	Illustration somewhat shows important characters, setting and event.	You cannot easily understand the scene. Characters, setting and events are not very recognizable.	Illustration does not show a scene
Written Description	The sentences include a thorough explanation of the scene. Punctuation used correctly	The sentences include a good explanation of the scene. Punctuation is often used correctly	The sentences include a fair explanation of the scene. Punctuation is used correctly sometimes	The sentences include very little information about the scene. Punctuation is not used correctly.



Quality and Effort	Student's work displays high quality and put forth great effort	Student put forth some effort.	Student puts forth little effort.	No effort put into project and lack of quality.
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Illustration Concept	4	3	2	1
Color	Uses 4 or more colors	Uses 2 to 3 colors	Uses 0 or 1 color	No use of color
Outlining	4 or more things outlined	2 to 3 things outlined	0 or 1 thing outlined	No use of outlines
Background	Both ground and sky	Either sky or ground	No background	No background
Details	4 or more additional details	2 to 3 additional details	0 or 1 additional details	No details
Tells the story	Tells and supports the story	Tells part of the story	Tells little or none of the story	No use of the story

## **Part II: Classroom Management:**

There are many strategies that I am using in this unit in order to engage and monitor classroom management. My hope is that because of the clear outline of expectations, students will be able to understand the logical consequences of negative behavior.

I plan to use a combination of the Love and Logic classroom management strategy and restorative circles in order to manage behavior during this unit. For my current students, the restorative circles and Love and Logic strategies are what have been successful in part due to the relational aspect influencing my student's behavior. Before the unit starts, we will review and I will model the same classroom expectations that transfer into all areas of the classroom, but that will also transfer into our social studies unit. We will then have a restorative circle to talk about

the expectations, and I will ask the students if there are any expectations they would like to add or change. I will ask them in what ways they need me to support them. My hope is that if students have a chance to share their thoughts, they will be more engaged in the unit. After having our behavior and expectations conversation, we will discuss logical consequences that will happen if expectations are broken or behavior is out of control. In taking a whole social studies class period to cover expectations and behavior, I am hoping students will feel informed about how the unit will look. Every day, we will review and I will model expectations for students so that they are reminded of what their behavior should look like.

In regards to engaging materials, I have hands-on and relatable activities that will engage students in the material so that they will be motivated to complete their work and participate in class discussions. One of those activities is to create a personal timeline that represents our key vocabulary of the past, present, and future. Students have the chance to pick photos of their own life, and they will present their final timeline to the kindergarten class. As a project-based school, an activity that will follow the timelines is the creation of a story necklace that will represent their timeline events. These two main activities allow students to use their understanding of the key concepts of this unit further than a worksheet.

A big part of my classroom management for this unit will be checking in with students at the end of each lesson to identify how they are feeling about key concepts and activities. One check-in will be a formative assessment to see each student's reactions to the lesson with a thumbs up, to the side, or down. Even with this quick assessment, I will be able to see which students need more support or assess whether the activities are engaging for the students.

If a student demonstrates negative behavior, I will begin by sitting down with the student and asking them to describe the behavior that I just witnessed. We will have a conversation about

why that behavior is unacceptable and will create a plan for how he/she can make a better choice next time. There will also be a logical consequence, and the student will be able to input his/her thoughts about the consequence.

### **Part III: Unit Plan Reflection**

<b>Student</b>	<b>Pre-assessment</b>	<b>Formative Assessments</b>	<b>Summative Assessment</b>
<b>A</b>	<b>30%</b>	<b>75%</b>	<b>90%</b>
<b>B</b>	<b>40%</b>	<b>50%</b>	<b>80%</b>
<b>C</b>	<b>60%</b>	<b>70%</b>	<b>100%</b>
<b>D</b>	<b>20%</b>	<b>40%</b>	<b>75%</b>
<b>E</b>	<b>30%</b>	<b>75%</b>	<b>90%</b>
<b>F</b>	<b>30%</b>	<b>80%</b>	<b>95%</b>
<b>G</b>	<b>10%</b>	<b>15%</b>	<b>50%</b>
<b>H</b>	<b>40%</b>	<b>60%</b>	<b>90%</b>
<b>I</b>	<b>10%</b>	<b>20%</b>	<b>65%</b>
<b>J</b>	<b>10%</b>	<b>17%</b>	<b>55%</b>
<b>K</b>	<b>40%</b>	<b>75%</b>	<b>95%</b>
<b>L</b>	<b>40%</b>	<b>65%</b>	<b>90%</b>
<b>M</b>	<b>20%</b>	<b>25%</b>	<b>60%</b>
<b>N</b>	<b>20%</b>	<b>20%</b>	<b>60%</b>
<b>O</b>	<b>20%</b>	<b>20%</b>	<b>80%</b>

The pre-assessment that I chose to use to check students' understanding of the past, present, and future was a matching cut and paste activity. The students had to put pictures from the past, present, and future on a timeline. In order to place them correctly, the students had to

understand what a timeline is and how the past would go further left versus future pictures would go to the right. In the table above, the specific grades are listed for each student. The data shows that it would be necessary to start from the beginning by introducing the key terms of the unit. The average was 30% which informed me that the content that I had prepared for the beginning of the unit would be beneficial for the students and their understanding of the past, present, and future.

The results of the pre-assessment influenced my teaching as I would have adjusted instruction to meet the needs of the students to the best of my ability. Since the students needed direct instruction at the beginning of the unit, I could use what I initially prepared. However, throughout the unit, I was able to use the formative assessment data to direct instruction to reteach or explicitly teach certain students, but not others.

One of the formative assessments was a SeeSaw activity in which the students looked at present-day objects and tried to match them with objects from the past. We worked on this as a whole group, so it was useful to see how well students understood the content with the added support of their peers and the teacher. The formative assessments showed me when I needed to reteach certain lessons or when I needed to provide explicit instruction to certain students while others worked independently.

The final assessment was if the students could create a timeline of their lives and then create a story necklace that represented their timeline. They presented their work to another class, so I was able to assess whether they understood the content of the unit by watching their presentations. I was able to assess whether they were able to use key vocabulary and identify characteristics of the past, present, and future.

Based on the results of the summative assessment in the table above, there is evidence of the positive effect of the lessons on student learning. The percentages increased greatly by the end of the unit which proves that students were engaging in the material and were coming to understand the material of the past, present, and future.

### **Reflection on Teaching the Unit**

There were several instances in which I made adjustments to instruction based on assessment and as a result of reflecting on my teaching. After each assessment, I would use the data to inform my teaching by pulling the data and viewing how much the class struggled, and determined whether I needed to reteach or even skip a lesson based on the results. The data also provided me with which students I needed to pull to explicitly teach key components of the lesson while the other students worked independently. There were several days in which I had to change my plan to teach one lesson to go back and review the concepts of past, present, and future. Data was key in this unit to ensure students were understanding the material and were engaged in their learning.

I am proud that I completed a unit plan on my own. I loved many parts of this unit plan, specifically the summative assessment. I believe that the summative assessment was an engaging way to get students working with the content we had been studying. The students were to create timelines and story necklaces to represent the timelines of their lives. They then presented their work to another class. They demonstrated their understanding of the content through their presentation of their work. I also loved that students were able to interact with artifacts from the library and determine which items from the past matched the present version of the same object. Not only was this a formative assessment to view how students were understanding the material,

but it was fun for the students to observe real objects from the past. I think that the unit provided many hands-on experiences for the students and I loved many activities from the lessons.

There are also many aspects that I would like to change about the unit plan. I would love to use the data more effectively if I were to redo this unit. I used the data to inform instruction, but I would like to improve upon the many other ways that I could've used the data in multiple stages of unit instruction. I would also like to incorporate the key vocabulary words more into each day's instruction. I believe that students were familiar with the key terms, but I think I could have done a better job to ensure that students were constantly using and hearing the key terms. I would also work on and change many aspects of behavior management that were used during this unit. I believe that I need to have activities lined up for after the main activity in case students finish early. Students would distract others from their learning when they finished early, so I would like to have behavior management strategies ready to use when this happens.

One of the major aha moments that I experienced during this unit was that as much as I planned, there was always something that changed right before or during the lesson that I had to prepare for on the spot. I believe that this was important because I spent a lot of time preparing prior to the lessons, but there is always something that I didn't plan for that occurred, and it gave me a realistic perspective of what teaching looks like. It was a lot of work to plan and prep for a unit plan, but it was extremely beneficial to have the opportunity to practice and learn from my mistakes while I was working with a mentor teacher.