**Tiered Activity and Lesson Plan Assignment Template**

**Educ 424**

Name: Jamie Nikodym

Grade Level: Kindergarten

Subject: Social Studies

1. Unit KUDo’s:

***Unit:*** Social Studies – People Long ago

***Grade*:** Kindergarten

***Standards:*** Nebraska State Standards Kindergarten Social Studies

SS 0.4.2 Students will identify historical people, events, ideas, and symbols.

SS 0.4.2a Identify the contributions of historical people and impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president).

SS 0.4.2b Differentiate between stories from the present and the past.

Materials: Macmillan/McGraw-Hill Hello, World!

***Know:***

Past

Present

George Washington

Donald Trump

President

Pilgrims

Native Americans

Freedom

Holiday

***Understand:***

Students will understand that people and things change over time.

Students will understand that the way that people lived in the past has shaped how they live now.

Students will understand that holidays are celebrated for a specific purpose.

Students will understand that holidays are celebrated are celebrated in different ways by different families.

***Do:***

Identify the first president of the United States, and our current president

Describe different holidays

Compare and Contrast the past and present

Analyze differences between Native Americans in the past and Native Americans now

2. Tiered Lesson Scenario: The class has spent a lot of time talking about historical figures and how their actions in the past affect what we do in our lives today. We have now started talking about Holiday’s we talked about Easter and Christmas and how these Holidays come from Jesus’ life and ministry. Now we are learning about Valentine’s Day and St. Patrick ’s Day that were both based of the actions of Men who did nice things for others. We read a book about all Saints Day that is celebrated in the Church. We started branching out to other holidays and the students are going to do their own research to learn more about two different Holidays so that we can compare and contrast them. Some students are able to read very well and can do their research from reading a book. Other students are not able to read much, but can learn a lot from being read to or watching a video.

3. Define/Explain the Tiers in your assignment or activity OR Define/Explain the Tiered Work Stations

Tier/Station One: The first work station will be about Valentine’s Day. There will be supplies for the students to make their own valentines as well as other things to explore that related to Valentine ’s Day such as books and picture of St. Valentine. Then the students will either watch a video, have a book read to them on an iPad app, or read their own book while filling out a worksheet. There will be three different cubbies in this area. Each one will have a colored sticker on. The first cubby will contain iPads, headphones, red and pink colored markers and a list that shows them in pictures how to find a video on the iPad about Valentine’s Day. (<https://www.youtube.com/watch?v=n4G_te44Yyk&t=35s>). The Second cubby will also include an iPads, headphones, red and pink colored markers and instructions in pictures on how to pull up a read to me app on the iPad and a book about Valentine’s Day (*The Story of Valentine’s Day* by Stacy Venturi-Pickett.). The third cubby will contain iPads, pink and red colored markers and written instructions on how to pull up the reading app and find the book that talks about Valentine’s Day. Every student will be given a colored sticker that matches one of the three colors on the cubbies and students will understand that their color shows them which cubby to get their supplies from. Each student will also have a worksheet that they will fill out while they are reading or watching the video. An adult will be present to help students read the instructions on their worksheet and to help them find their project on the iPads if needed.

Tier/Station Two: The Second Station will be about St. Patrick’s Day. There will be supplies for the students to make their own Leprechauns as well as other things to explore that related to St. Patricks day such as books, a rainbows and pots of gold, and a picture of St. Patrick. Then the students will either watch a video, have a book read to them on an iPad app, or read their own book while filling out a worksheet. There will be three different cubbies in this area. Each one will have a colored sticker on it that matches the color from the Valentine’s Day station. The first cubby will contain iPads, headphones, green colored markers and a list that shows them in pictures how to find a video on the iPad about St. Patrick’s Day. (https://www.youtube.com/watch?v=MqO0O8O8Gmk) The Second cubby will also include iPads, headphones, green colored markers and instructions in pictures on how to pull up a different video about St. Patrick’s Day. This video has illustration but also has all of the story written out. (<https://www.youtube.com/watch?v=LmNc-NTfmPc>). The third cubby will contain iPads, green colored markers and written instructions on how to pull up the reading app and find the book that talks about St. Patrick’s Day. ( *The* *Story of Saint Patrick’s Day* by Patricia A. Pingry) Every student will be given a colored sticker that matches one of the three colors on the cubbies and students will understand that their color shows them which cubby to get their supplies from. Student will also have the same worksheet and fill out the second half, or first half depending on which station they are in first. An adult will be present to help students read the instructions on their worksheet and to help them find their project on the iPads if needed.

**4. Copy/Paste** the student paperwork required to complete the activities/ assignments

Books for the Ipad will be found on epic! App or created beforehand using StoryKit

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**VIDEO WOKSHEET**

Comparing and Contrasting Holidays.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What COLOR do you think of when you think of this HOLIDAY? Fill in the Box with that COLOR.

VALENTINES DAY

ST. PATRICKS DAY

2. CIRCLE the MONTH that VALENTINES DAY is celebrated in.

1. Put a SQUARE around the month that ST. PATRICKS DAY is celebrated.

**JANUARY MAY SEPTEMBER**

**FEBRUARY JUNE OCTOBER  
  
MARCH JULY NOVEMEBER  
  
APRIL AUGUST DECEMBER**  
4. Draw a picture of a SYMBOL used in Valentines.

5. Draw a picture of a SYMBOL used by St. Patrick.

6. Write TWO words that you heard in BOTH videos.

**ASSISSTED READING WORKSHEET**

Comparing and Contrasting Holidays.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What COLOR do you think of when you think of this HOLIDAY? Fill in the Box with that COLOR.

VALENTINES DAY

ST. PATRICKS DAY

2. On what Month and Day do we Celebrate Valentine’s Day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. On what Month and Day do we Celebrate St. Patrick’s Day?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Draw a picture of a SYMBOL used on Valentine’s Day.

5. Draw a picture of a SYMBOL used by St. Patrick.

6. Write ONE Sentence that tells how St. Patrick’s Day and Valentine’s Day are the Same.

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**READ ALONE WORKSHEET**

Comparing and Contrasting Holidays.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw Pictures and Write Words in the Boxes that describe the Holiday. Remember to include what Month and Day they are Celebrated On, What Color Reminds You of the Holiday, and Symbols Used in that Holiday.

**St. Patrick’s Day**

**Valentine’s Day**

Write ONE Sentence that tells how St. Patrick’s Day and Valentine’s Day are the same.

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Write One sentence that tells how St. Patrick’s Day and Valentine’s Day are the same.

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5. Lesson Plan

**Student Teacher:** **Jamie Nikodym Grade Level:** **Kindergarten Date:** 3/29

**State Standard:** **SS 0.4.2a Identify the contributions of historical people and impact of symbols, including various cultures and ethnic groups Subject: Social Studies**

**Name of Lesson:** **Comparing and Contrasting Holidays Period / Time:**

|  |  |
| --- | --- |
| **I. Goal:**  Student’s will understand that historic figures are the reason that we celebrate certain holidays today. | **Required Adaptations/Modifications:** |
| **II. Objectives:**  Student’s will be able to compare and contrast several aspects the Holidays of Valentine’s Day and St. Patrick’s Day after watching a video or reading a book about the two holidays. | **Required Adaptations/Modifications:** |
| **III: Faith / Values Integration:**  The students will learn how the three leaf clover can explain the Father, Son, and Holy Spirit. Students will also learn how St. Valentine and St. Patrick shared their faith with others and how we should share our faith too. | **Required Adaptations/Modifications:** |
| **IV. Integrated Technology:**  All students will be using Ipads for their research. The Ipads will have the books and or videos already loaded and easy for students to find. | **Required Adaptations/Modifications:** |
| **V. Materials:**  Ipads and Headphones for each student, The Story of Valentine’s Day book on EPIC! app, The Story of St. Patrick’s Day book on EPIC! App, pink, red, and green markers, colored stickers, construction paper, glue, googly eyes, scissors. | **Required Adaptations/Modifications:** |
| **VI: Procedure:**  A. Set / Hook: Stations will be set up when the students walk in. They will be full of fun things for students to feel and explore.    B. Transition: When I call your name come to the front of the room and tell us your favorite holiday, then I will give you a colored sticker and a heart or a clover. Once everyone has their sticker you will go to Valentine’s Day station if I give you a heart or the St. Patrick’s Day station if I gave you a clover.  C. Main Lesson: Students will have time to explore the station they were assigned.   * Students will make Valentines or Leprechuns with craft supplies * an adult will give students their worksheet and a pencil and tell them to find the cubby in their station with a color that matches their sticker and follow the directions. * Students will have time to complete the tasks in their instructions and to fill out their worksheets * Once everyone has had time to finish the students will put all materials back in their cubby and will go to the opposite station * Students will have time to explore this station and to make valentines or leprechuns * Students will be told to find their cubbies and complete the second half of their worksheets.   D. Transition: Now that everyone is finished learning about St. Patrick’s Day and St. Valentine’s Day everyone should put their worksheet in the turn in basket on Ms. Nikodym’s desk and come meet me on the carpet.  E. Conclusion: We will go around the carpet and have students share one thing they learned about holidays. I will let students know that the books and fun things from the centers will be in a ‘Holiday’ area for free time for the rest of the week. | **Required Adaptations/Modifications:**  The colors of the student’s stickers will match up to the color on the cubby. The cubby will have instructions and a book or video that matches their readiness level in reading and understanding concepts. |
| **VII. Assessment:**  I will collect the worksheet after students are done at the stations. I will then look at the worksheets to determine if students have met the objectives. | **Required Adaptations/Modifications:**  The worksheets are tiered based on student’s readiness to listen to a video or read a book and answer compare and contrast questions. |
| **VIII. Assignment:**  Students will spend some more time exploring books and materials used during this lesson in their free play time in the coming week. | **Required Adaptations/Modifications:** |
| **IX. Self-Evaluation:** | **X. Coop’s Comments:** |