

**Dakota State University**  
**College of Education**  
**LESSON PLAN FORMAT**

**Name:** Katie Stier  
**Grade Level:** First Grade  
**School:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Time:** 12:45-1:15

**Reflection from prior lesson:**

Students in this class do not have much work with science, but they love it when they get a chance to do it. Engagement and participation is usually extremely high when they are learning about Science. This group is a group that doesn't require much direct instruction. The majority of students prefer to learn through video and visual learning, as well as kinesthetic.

**Lesson Goal(s) / Standards:**

*1-PS4-4* Design and build a device that uses light or sound to solve the problem of communicating over a distance.

**Lesson Objectives:**

After watching a video, students will independently identify at least 4 ways to communicate.

Through exploration and demonstration, students will respond 100% accurately to signals to express communication over a distance.

**Materials Needed:**

video  
flashlight  
Promethean board

**Contextual Factors/ Learner Characteristics:**

The students think that Science is the coolest subject in the world, so managing behaviors is quite simple. The students enjoy when the instruction is from someone other than the teacher, so using a video to present the content is effective for this lesson. The students, being at a young age, are also in need of movement. For this lesson, movement will be incorporated as part of the assessment and content delivery.

**A. The Lesson**

1. Introduction (5 minutes)
  - getting attention

- Students will be returning from specials for this lesson, so extra time is needed in order to relax our bodies and get ready for the lesson. Students use unique callbacks to get attention. Teacher will call to the class “classy, classy” and every student is expected to respond with “yessy, yessy”. This will signal to the teacher that the students are ready to learn.
- “I will give you about 10 seconds to put all of your stuff away. The only thing you will need for right now is your brain.” “When I say *rule 1*, you say *follow directions quickly*. ‘Rule 1’”. Students are expected to respond with follow directions quickly and are to work towards clearing their desk completely.
- relating to past experience and/or knowledge
  - “How many of you have iPads? Tablets? A phone? What about your family- do a lot of people in your family have these things? What kinds of things do they do on the devices?”
    - Allow for much conversation
- creating a need to know (related to past knowledge)
  - “Technology is one of the ways that humans can communicate. But there are a lot more too. Sometimes technology is not the best way to communicate, or sometimes it won’t be there. We need to learn about the different ways we can communicate with each other, instead of just talking face to face.”
- sharing objective, in general terms
  - “Today we are going to explore and identify different ways people communicate.”

## 2. Content Delivery (20 minutes)

### Video

- “While you watch this video, pay close attention to all of the different types of communication. The video might go a little fast for you, and you might forget some of the things it talked about. That’s okay. I think you will like this video.”
- Show video - <https://www.youtube.com/watch?v=kZ5K2Lu5Mgl&t=77s>

### Discussion

- “Wow- there was a lot in that video! We learned a lot of things in this video. Let’s talk about some of the things they said. Raise your hand if you can come up with one of the very many ways people communicate.”
- \*allow for students to answer, dispute, and think.\*

### Model

- “If you recall the video, we learned that there are lots of ways that humans can communicate. A few of these ways are through body language, which is how we move our bodies to signal to people, and signals, which is kind of like a sign of what you are trying to say. Tomorrow we are going to practice communicating through another form, but to get an idea of how many different ways we can communicate, we are going to practice a few today.”
- Body Language

- “When we use body language, sometimes it isn’t obvious what we are trying to communicate or who we are trying to talk to. We use our eyes and our bodies to talk to people. If I am looking at \_\_\_\_\_, who do you think I am talking to?” “Great. Yes, I am talking to \_\_\_\_\_. Another way we can use our bodies is by making a motion or doing an action. If I point to the left, what could I be trying to say?” “Yes- I am trying to tell you to go left, or look left, something like that.”
- “Let’s see if you can guess what I am trying to communicate with you.”
- Perform random acts that prove that body language can be used as a form of communication. Actions can include crossing arms, signalling to follow, shooshing with finger, etc.
- Flashlight signals
  - “You did great at seeing what my body was trying to tell you!”
  - Now there is another way we can communicate. It’s through signals. Sometimes we can only use what we have on us to communicate. Let’s see if we can communicate using something that I have on me right now. It’s a flashlight!
  - “Let’s make up some signals, so that you can know what I’m trying to tell you. Let’s pretend that we are going on an adventure and the only thing we have is a flashlight. This means everything is good. This means danger. You guys go on a hunt around the room, and keep your eye on the ceiling. I want you to respond based off of what you see in the sky. If you think you see danger, head for the door. If you see the all clear, continue what you’re doing or come closer to me.”
  - Continue this game as a fun way for students to realize how I am communicating with the students.

### 3. Closure (5 minutes)

- Review of the signals
  - We went through a lot of the different ways that we can communicate. Why is it important that we know more than one way to communicate?
    - Allow for responses- possible responses include not having enough resources, the power might be out, mom doesn’t let us have a phone, etc..
- Sneak Peak of next lesson
  - “Tomorrow we are going to do another experiment of a way we communicate. You guys are going to be given a couple of objects, and your job is to make those objects be a way to communicate.”
- Transition
  - Following directions quickly, you may pretend you are a mouse and silently go get ready for recess.

## B. Assessments Used

### Discussion

Were students able to recall the ways to communicate? Were students connecting the concept of less obvious signals being forms of communication?

### **C. Differentiated Instruction**

Students are being exposed to the content in this lesson, so there is not much differentiated instruction in this lesson. Allowing a lesson dedicated to exposure of the content allows the students to maintain a deeper grasp of the concepts underlying the content. Students will discuss with partners as well during instruction, rather than independently having to recall information immediately. This will produce a more engaging environment for the students that struggle with whole group activities.

### **D. Resources**

YouTube video- <https://www.youtube.com/watch?v=kZ5K2Lu5Mgl&t=77s>