

Title: Past, Present, and Future Introduction

Summary: This lesson will introduce students to the words past, present, and future. Then it will include an activity where they can combine ideas about the past, present, and future. As a class we will pick our favorite definitions and examples about each. When brainstorming our ideas, we are going to be using a technology platform called padlet. I will have this projected onto the white board so that everyone can see. I will know students have learned what the past, present, and future means, when they can easily and correctly identify different scenarios and put them in the correct category when given the three choices: past, present, and future.

Context and Content: This lesson is designed for a first grade class. My class loves technology, especially the students who give me the most challenges during a whole group lesson. This is the main reason why I chose to put a technology piece into the lesson. I wanted to motivate everyone with a fun new platform, but especially these kids. I also wanted to go from the whole group on the ground to independent work at their laptops so that the class has movement three different times. I have a wiggly class and this gives the students a way to get up and move during the lesson. They are able to contribute their ideas in a way where the class becomes a community and the learners share and explore each other's thoughts. This will be one of the first times that they learn what the past, present, and future means, but I am confident that some of them have prior knowledge they can tap into to help their classmates.

Why You Focused on this Lesson: The reason why I chose to use padlet in this lesson is because I think padlet is an easy way for children to combine their ideas in one spot. I also think it is a great way to let students type what they are thinking and still be anonymous. Lastly I am a visual learner and I think many students are as well. With padlet you can see the entire screen and read what other people are posting at the same time. By creating a big "post it" of the class's ideas we can then choose which words, sayings, and phrases, and examples we like the best to create a poster for the room. This poster will be something that children can reference all year round. This lesson also provides a way for children to be creative. They are able to come up with their own definitions and examples for each tense.

Technology: Children will engage in a padlet activity. This is a technology resource where students can combine and brainstorm their ideas about a topic.

Pedagogy: Children will be able to use turn and talks to brainstorm ideas. They will be able to see all of the different ideas in one place and collaborate about what has been

said. Children will use thumbs up and thumbs down to let the teacher and their classmates know how they feel about the content and directions in the lesson. Children will be able to talk to their classmates if they need help.

Anticipated duration: 20-30 minutes

Standards:

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

Lesson Objectives:

Students will be able to describe that the past means something already happened.

Students will be able to describe that the present means something is happening right now.

Students will be able to describe that the future means something will happen or is going to happen, it has not happened yet.

Formative Assessment(s):

I will be reading the sticky notes on the padlet and assess if they know examples of the past, present, and future.

We will have different scene scenarios on the board in picture form. I will have the students put the pictures in order based on the past, present, and future. We will do this over and over again, until I feel that the class has the concept. The last one we do, I will have the children write down their answer and turn it in as an exit ticket so that I can see individually who understands and who needs to grow more with the concept.

I will use a “whip it” activity at the end of the lesson to see who knows what.

Components	Teacher Activity
<p>Opening (engagement and tapping into prior knowledge)</p>	<p>Hands on top!</p> <ul style="list-style-type: none">· Everybody stop! <p>We are going to transition to social studies. Clean up your area and meet me on the green line when I say go but not yet.</p> <p>Ready set go! Countdown from 10.</p> <p>Today we are going to be exploring the past, present and future. This is the start of our new social studies unit.</p> <p>Remember in reading street we do thumbs up, side or down, when I say a sentence out loud to see if you know if it is talking about the past or present,</p> <ul style="list-style-type: none">· Children will respond yes· We do this a lot and it connects literacy to our social studies unit <p>We are going to do an activity to explore the past, present and future and make sure everyone knows what those words mean.</p>

Development

(detailed activities including questions, transitions, scaffolding, and assessment)

introduction; detailed activities; linguistic, and academic differentiation and accommodation (that you identified in stage 3.1); transitions; assessments; closure; and materials needed)

Everyone should be EEK with their number partners. You have five seconds to switch seats and get EEK. (EEKK= elbow to elbow knee to knee)

Countdown from 5.

I am putting three words on the wall. Read them with me. Past, Present, and Future.

First, we are going to talk about the past, present and future.

What do you think the past means? (repeat for present and future.)

Make sure to say the definition of each and have the definition written on the board for everyone to see. Include a cute picture too found quickly on google, for them to remember.

Now that we have talked a little bit about each of these I want you to go to your desk and add an example of the past to the padlet.

When I say go but not, yet you will go to your laptop and open up the class padlet. I want you to type an example. When you are done give me a thumbs up.

So first go to your desk, they type in the padlet about the present, last give me a thumbs up when you are done.

Repeat those steps with me and put a finger up for each step.

What voice level do you think it will be during this time?

· Voice level zero

That is right, everyone, say it with me, voice level zero.

Ready Set Go! Don't forget your three steps.

Children will now be at their desks getting on their laptops.

I will repeat these steps for the present and future. I will use my attention grabber hands on top to stop everybody. I will clap a rhythm when they are at their desks and I need their

attention. I will always count down from 5 when I need them to go from the whole group to their desks.

Then I will bring the entire class together.

I want you to turn to your partner and tell them one thing you wrote on your sticky note. Then we are going to share as a class.

Hands on top!
Everybody stop!

I will pull sticks to have children share what they talked about. I will have the three padlets up on the board so we can talk about each category together. Every couple of kids that go I will ask someone else to repeat what they heard someone say.

As children leave for music I will do a “whip it” activity. I will say a word and they will tell me if it is used in the past, present, or future tense as they leave the room. This way I will quickly and individually see who knows what from the activity.

<p>Closure (wrap up)</p>	<p>So now we have a better understanding of what these three words mean? Thumbs up or thumbs down?</p> <p>Children will give a thumbs up.</p> <p>I am wondering if we can circle as a class which sticky note we think is the easiest to understand.</p> <p>It looks like most people have said the same thing in the past.</p> <p>Thumbs up or down should this be the one we circle.</p> <p>I will do this for each padlet we made.</p> <p>Then as a whole we will repeat our class definitions and examples for each of the words past present and future.</p> <p>Tomorrow we will be doing a fun activity/ game using the past, present, and future.</p>
<p>Materials Needed</p>	<p>Padlet- https://padlet.com/leinwan1/57j3zn04ybsd23s Projector White board markers Laptops</p>

Comments from my Dean at Paramount Charter Academy:

It would be great to add a “hook” or anticipatory set to grab the attention of your students. A quick activity about verbs to build up to the different tenses. I can suggest a song which allows students to sing about verbs and do motions. I have a great one if you’d like to see it.

The assessment idea that you provide is good. Something fun to try is a “whip it.” You would move quickly from student to student to see if they can identify if the verb is past, present, or future. It’s quick and fun and provides on the spot data for you. Then, you can track it on a tracking sheet.

I like how you close out the lesson by reviewing the definitions and giving them a sneak peak about what’s to come tomorrow.

One question...how will you enrich students that already have a good grasp on verb tenses? How will you adjust instruction for students that need more time with the skill?

Well done! I’d love to be a student in your class!