

# Early Elementary School Emergency Sub Plans



**Gibbs  
Smith**  
Education

## Notes

[illegible]

## Emergency Substitute Lesson Plans

**Approximate Time:** 30 minutes

**Social Studies Skill:** Building Civic Dispositions

**Success Criteria:** Students will reflect on the importance of kindness by drawing a picture.

### Materials:

- » copies of **Kindness in My Community** worksheet (page 4) for each student
- » copies of **Comic Strip** template (page 5) for those who finish early
- » art supplies such as crayons, colored pencils, and markers

### Kindness in My Community

- Remind students that a community is a group of people. A community is anywhere students live, work, or play. Many communities value kindness, both being kind to people within and outside their communities. Remind students that they may already give and receive kindness from people they know and who are safe. If they would like to interact with people they do not know, they should do so with help from a trusted adult, like a parent or teacher.
- Discuss examples of kindness with students. Examples might include
  - » helping a classmate pick up items that fell from a lunchbox or backpack
  - » sharing with a friend
  - » receiving a compliment about your skills from a coach
- Distribute copies of the **Kindness in My Community** worksheet to each student, and ensure that each student has their own art supplies or access to classroom art supplies.
- Direct students to think of a time they gave or received kindness. Remind students that kindness can be large or small, but it often makes someone feel better than they did before. If students are able, direct them to write one sentence explaining their pictures. If students are not ready to write a full sentence, they may raise their hand and dictate a response to you.
- Explain that student work should be neat and that it will be graded.
- Students who finish early may wish to create a kindness comic strip using the **Comic Strip** template. Explain to students who create a comic strip that they should show how an act of kindness led to a change.
- In the last five minutes of class, invite volunteers to share their pictures and explain what they drew.
- Please collect student worksheets and leave them on my desk.

### Substitute Feedback:

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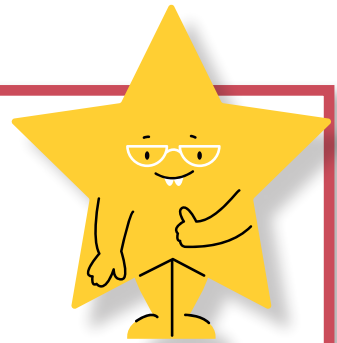
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## Instructions:

Draw a picture and write a sentence to describe an act of kindness.



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## Comic Strip

FIRST

THEN

FINALLY



## Rapid Rubric | Project

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Name

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Date

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Project Title

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Score

- 4** — The student followed instructions carefully to complete the project and may have put in extra work. The project is detailed, creative, and neat. Art, oral reports, and writing are very well done. There are only a few mistakes in grammar, spelling, and punctuation.
- 3** — The student followed instructions to complete the project. The work is neat but may need more detail, creativity, and effort. Art, oral reports, and writing are well done. There are only a handful of mistakes in grammar, spelling, and punctuation.
- 2** — Most of the project is finished and the student tried to follow instructions. Some of the work isn't done very well and there is not enough detail. The student did not understand parts of the information. There are quite a few mistakes in grammar, spelling, and punctuation.
- 1** — The student did less than half of the project and did not do a good job. The student's work shows that they do not understand the information or did not try hard enough to be able to understand it.

### Teacher's Comments

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# Rubric Accommodations Checklist

Visual	Auditory
<input type="checkbox"/> gestures for added emphasis <input type="checkbox"/> visual cues to reinforce spoken or written words <input type="checkbox"/> drawing or pictorial representation	<input type="checkbox"/> native language support <input type="checkbox"/> verbal cues to reinforce spoken or written words <input type="checkbox"/> rephrase, repeat, or slow down <input type="checkbox"/> model pronunciation <input type="checkbox"/> oral translation
Cooperative	Individualized
<input type="checkbox"/> peer support <input type="checkbox"/> simple conversations <input type="checkbox"/> organize reading in chunks <input type="checkbox"/> organize requirements in chunks <input type="checkbox"/> read and model thinking aloud	<input type="checkbox"/> pre-teach vocabulary <input type="checkbox"/> extra time for complex material and/or assignments <input type="checkbox"/> clarify directions <input type="checkbox"/> translate words, phrases, or sentences
Scaling	Resources
<input type="checkbox"/> short sentences and single words <input type="checkbox"/> clarification of words <input type="checkbox"/> writing on familiar, concrete topics <input type="checkbox"/> scaffolded writing assignments <input type="checkbox"/> non-participation in simple conversations <input type="checkbox"/> reduced requirements	<input type="checkbox"/> graphic organizer <input type="checkbox"/> group, peer, or self-evaluation rubric <input type="checkbox"/> examples of requirements <input type="checkbox"/> simple phrases or sentence frames <input type="checkbox"/> word bank of key vocabulary <input type="checkbox"/> tiered sentence stems <input type="checkbox"/> adapted texts <input type="checkbox"/> bilingual dictionary or glossary

## Comments

## Recommendations

## **Gibbs Smith Education**

Gibbs Smith Education has been working to create best-in-class social studies materials nationwide for more than 50 years. We are a mission-driven company and certified Benefit Corporation, which is emblematic of our commitment to reducing our environmental impact and creating equitable change. Almost every employee-owner has spent time in the classroom as instructors on some level—from public K-12, to charter schools, to higher education, to museum labs—and we are passionate about creating resources that empower teachers and students.

### **Free Resources and Lesson Plans:**

**<https://blog.gibbssmitheducation.com/the-journal/all>**

**LinkedIn: <https://www.linkedin.com/company/gibbs-smith-education/>**

