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| **Grade: 2** | | | **Subject: Social Studies** | |
| **Materials: Scholastic News booklets, scholastic worksheets** | | | **Technology Needed: Smartboard** | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard**  **H.K\_2.5 Explain how individuals and groups have made significant historical changes.** | | | **Universal Design for Learning**  **Below Proficiency:**  **Silas, Brycen, Trayven, Cayleb, and Kaleigh will need to be monitored and be given extra assistance during this activity. Silas, Brycen and Trayven will all have aide support. These students may be asked to write less on their worksheet at the end of the lesson, and the questions I ask may be altered to their level of understanding.**  **Above Proficiency:**  **Those students who are above proficiency will be asked to help model how the students should act during this activity. They will also help to start discussions on the reading/video that the students below proficiency can follow along with.**  **Modalities/Learning Preferences:**   * **Visual: Visual learners will benefit from this lesson by being able to watch the video and look at the booklet for their reading.** * **Auditory: Auditory learners will benefit from this lesson by being able to listen to the video that is shown. They will also be able to listen to the article being read to them, and participate in the discussion relating to significant community and historical changes.** * **Kinesthetic: Kinesthetic learners will benefit from this lesson by being able to move from their desks to the carpet area. This will help them not feel like they are confined to one space during the day.** * **Tactile: Tactile learners will benefit from this lesson by being able to hold and read from a physical copy of their Scholastic booklets. They will also be able to write out their notes about what they learned on the worksheets at the end of the lesson.** | |
| **Objective**  **By the end of the lesson, the students will summarize the importance of making a significant change in their communities, and how they would want to make changes in their communities.**  **Bloom’s Taxonomy Cognitive Level: Understanding** | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**  **\*Students will listen to the teacher when they are talking (voice level 0). If someone needs to speak, they may raise their hand and wait to be called on.**  **\*Students will be respectful of others by staying on task, not interrupting, and by keeping their bodies to themselves.**  **\*To transition, the teacher will either do a clap and response or verbal call and response to grab the students’ attention.**  **\*During turn and talks, students will be respectful of their neighbors by not talking while someone else is talking, and by keeping their bodies calm. Students may use a voice level 1-2 during this time.**  **\*If students have to move during transitions, they will do so quickly, respectfully, and without talking (voice level 0).**  **\*Students will worry about themselves if another student starts to act up. Students are expected to remain on task. If students need more than 3 reminders to stay on task, they will be asked to put their materials away and look on with a partner, or may be asked to give me a minute or take a break/leave the room.** | | | **Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)**  **\*Students will not talk while the teacher or another student is talking**  **\*Students will use kind words towards each other**  **\*Students will show respect towards their classmates, be responsible for their actions, and show that they can be safe in the classroom**  **\*Students will transition with a voice level 0**  **\*Students will be respectful of their materials, otherwise they will be taken away** | |
| **Minutes** | **Procedures** | | | |
| **5 min.** | **Set-up/Prep before lesson:**   * **Have scholastic booklets ready to be handed out** * **Have worksheets ready to be handed out** * **Have smartboard turned on with reading ready to go** | | | |
| **5 min.** | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**   * **Class class** * Yes yes * **Thank you for giving me your attention so quickly! This morning, we are going to go through our Scholastic News booklets, but first, when I say go, I want you to quickly and quietly move to the carpet with a voice level 0. Are you ready? Let’s go!** * Give the students 30 seconds to move from their desks to the carpet. If students cannot follow the procedure appropriately, they will be asked to return to their desks and try again. * **Nice job moving so quickly and quietly, 2nd graders! Now I know that last week we were talking about 2 important people who made some very big changes in our history with the things that they did and the movements they were a part of. Who can tell me who these people were and what they did that was so important?** * The students should answer with Dr. Martin Luther King Jr. (human rights activist) and Helen Keller (advocate for the blind, deaf, and those with other disabilities). * **Good job remembering all those details about Dr. King and Helen Keller! They were both very influential in making changes in their communities, for our country, and even globally! Side note… global is one of our spelling words this week! Who can tell me what global means?** * Give the students a minute to define global. If they correctly define it, give them a mint and move on. If they don’t define it, then explain that global means something that is worldwide, or something that has meaning around the world. | | | |
| **7 min.** | **Explain: (teacher-led)**   * **Alright students, I’m going to hand out our Scholastic News booklets. Please help pass them on and make sure that everyone gets one.** * Give the students 30 seconds to pass out the booklets. At this point in the school year, students have had experience with the Scholastic Booklets. They know they have to be responsible and treat the booklets with respect, otherwise they will pass on the activity. * **Before we get started on reading the booklet, I want to watch a short video with you about making changes in communities. Please pay attention to what we watch because I’m going to ask you some questions later that you’ll have to help me with.** * The video will last for about three minutes. During this time, I will monitor students to make sure they are paying attention to what they are watching, and that they are treating their materials and each other with respect. * **Alright 2nd graders, now that we have watched our video, I have a few questions for you. What is the main idea of this video?** * Students should say that the main idea is how kids can make changes in the world * **Our video mentioned a few ways that kids can help make big changes in their communities. What are some of the ways that were mentioned?** * Students should throw out answers like volunteering (spending extra time helping others), donations (asking for money or gifts to help others), spreading the word (writing letters or making posts to people who can help), or joining a march (walking with a large group of people to share what you believe). If students don’t come up with these answers right away, give them prompts or write out the words on the whiteboard and have them try to define them. | | | |
|  | **Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)**   * **Alright, so now that we have gone over our video and the different ways those kids made a difference in their communities, I want to get into reading our Scholastic Booklets. Today we are going to be focusing on someone who has made a big change in their community. We are going to read about a young girl named Mari who is from Flint, MI. She saw that her community was facing a very big problem, so she did something significant to help solve this problem. Please open up your booklets that I gave you and follow along with the reading.** * The reading will either be done off of the smart board, or I will just read the article myself. * Once we are done reading, I will gather the attention of the students and we will go over what we read together and how Mari made a difference in her community. * **Okay 2nd graders, now that we have read Mari’s story, I want to ask you some questions. What was Mari’s big problem that she was facing?** * Students should respond by saying that lead had gotten into their water and that it wasn’t safe to drink. * **Good answer! Now what did Mari do to bring attention to this issue? I want you to think back to our lesson on summarizing before you answer. Do you need to say every detail of what she did to help her community?** * Students should say no, and that they only need to point out the big or important details. * Students should respond by saying that Mari wrote a letter to President Obama and told him about the water situation in Flint. When he came to visit her hometown, the news channels and papers got a hold of the story and started telling everyone about what was happening. Mari started collecting donations for clean water for Flint. * **Very nice, everyone! Now once Mari’s story got out, did she just stop what she was doing after all those people made donations?** * Students should say no, and that she is still giving speeches in front of big crowds, making videos, and writing stories. She even wants to run for president in 2044. * **So now I want you to take a second and think 2nd graders. We’ve read about all these great figures like Dr. King, Helen Keller, and even Mari, who’s actions have made big impacts on their communities. Does that mean that you need to have lots of money or be really famous or powerful to make a change in your communities? How do you think you can make an impact in your community here in Bismarck or Mandan?** * Students should answer no, and say that there are lots of ways like volunteering or donating to different organizations. * **I love your answers! Now when I say go, I would like for you to quickly and without talking return to your desks. I am going to have some helpers pass out a worksheet for you that I would like for you to fill out. Please write your name at the top and read the directions carefully. You all have seen this worksheet before, so this shouldn’t be anything new for you. When you are done filling out your worksheet, please turn it in and work quietly on your morning work, word work, or writing if you haven’t already finished all of these.** * Give the students a few minutes to fill out the reflection worksheet they were given. They have worked on one of these sheets before, so it shouldn’t be anything new for them at all. Walk around and monitor students to make sure they are staying on task. | | | |
|  | **Closure (wrap up and transition to next activity):**   * **Alright learners, it is time to clean off our desks and move on to our next subject. Please turn in your worksheets or put away whatever you are working on. I want to see perfectly cleaned and empty desks! I wonder which side can show me they are ready the fastest!** * Students should show that they are ready to go by sitting at their desks with their eyes forward, their voices off, and their hands with a 0 in the air. | | | |
| **Formative Assessment: (linked to objective, during learning)**   * **Progress monitoring throughout lesson (document of student learning, data collection)** * **Thumbs up thumbs down** * **Walking around to monitor students to make sure that they are on task** * **I will have the students hand in their worksheets so that I can correct them and gauge what their level of understanding was with the reading and the activity.** | | | **Summative Assessment (linked back to standard, END of learning)**   * **Around the time the second trimester will end, the students will be assessed on their understanding of impacts that others can make on their communities and in history. Students should be able to make a connection to Dr. King or Helen Keller and accurately describe their contributions to the changes they caused, and how they can affect us today.** | |
| **Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):** | | | | |