

Social Studies Lesson Plan #2

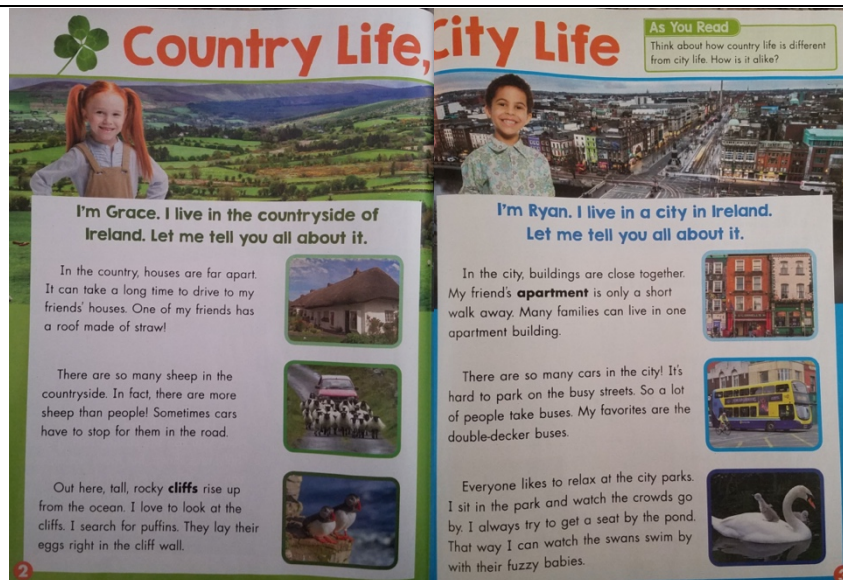
<p>Grade: 1st</p> <p>Materials:</p> <ul style="list-style-type: none"> • Enough copies of Scholastic News: Welcome to Ireland (March 2020, volume 76, NO. 6) for each student (18) • Scholastic News: Welcome to Ireland teacher edition/large version • “There was an Old Lady who Swallowed a Clover” book by: Lucille Colandro 	<p>Subject: Social Studies</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> • Promethean board with Venn Diagram pulled up to compare and contrast the country and city life as we read 				
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain: Large group when reading the book and magazine. Independent when giving them time to come up with an inference/prediction and when giving them time to think about similarities and differences between country and city life in Ireland. Pairing/Collaboration when having students share their inferences/predictions with someone beside them. Also, independent when allowing them a little time to answer the questions on the back page of the magazine before providing an answer to the whole class.</p>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard(s)</p> <p>Social Studies Focus:</p> <ul style="list-style-type: none"> • World Cultures • Rural and Urban Communities <p>Other Common Core Standards: RI.1.3: Compare and contrast RF.1.3: Decode words RI.1.10: Read and Discuss first grade texts</p>	<p>Below Proficiency:</p> <ul style="list-style-type: none"> • These students will be able to identify at least 1 difference and 1 similarity between country and city life in Ireland. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • These students will be able to identify at least 3 differences and at least 2-3 similarities between country and city life in Ireland. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • These students will be able to identify at least 2 differences and 2 similarities between country and city life in Ireland. <p>Modalities/Learning Preferences</p> <p>Visual (see):</p> <ul style="list-style-type: none"> • These students will see the pages of the book and the magazine as they are read. 				
<p>Objective(s)</p> <p>The students will be able to compare and contrast country and city life in Ireland by correctly identifying where to put information on the Venn diagram by the end of the lesson.</p> <p>Bloom’s Taxonomy Cognitive Level: Comprehension</p>					



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	<ul style="list-style-type: none"> • These students will also be able to see the Venn diagram that is created on the promethean board. <p>Auditory (hear):</p> <ul style="list-style-type: none"> • These students will be able to hear the book and the magazine read aloud. • These students will be able to hear what others want to put on the Venn diagram and where they would like it along with why. <p>Kinesthetic (move):</p> <ul style="list-style-type: none"> • These students do not get much movement during this lesson unless we start at the carpet, then move to their table spots. <p>Tactile (touch):</p> <ul style="list-style-type: none"> • These students do not get much tactile or touch during this lesson either as there is not much hands-on things that are going on.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>During the Reading of the Book and Magazine:</p> <ul style="list-style-type: none"> • Students will be attentive and paying attention • Students will participate in discussion when appropriate • Students will raise hand if wanting to add something and wait to be called on <p>When transitioning to table spots:</p> <ul style="list-style-type: none"> • Students will walk and pay attention • Students will pay attention to reading that is going on while following along on their magazine <p>When other students are reading or talking:</p> <ul style="list-style-type: none"> • Students will raise their hands if wanting to say something and wait to be called on • Students will be respectful of what their classmate/peer is saying when speaking • Students will be respectful when their classmate/peer is reading for us 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Thinking before speaking <ul style="list-style-type: none"> ○ At all times, not just during lesson • Giving compliments <ul style="list-style-type: none"> ○ No negative comments or words • Paying attention <ul style="list-style-type: none"> ○ During lesson to teacher ○ During lesson to other students talking
Minutes	Procedures
~1 Minute	<p>Set-up/Prep: Pull up a Venn diagram on the promethean board</p>
~5-7 Minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Read “There was an Old Lady Who Swallowed a Clover” book by: Lucille Colandro to the students</p>
~15 Minutes	<p>Explain: (concepts, procedures, vocabulary, etc.) *hand out the Scholastic News: Welcome to Ireland! To each student* “Please write your names on the spot for your name on the front cover. Today we are going to learn about Ireland from our Scholastic News magazines. What holiday is coming up in March?”</p> <ul style="list-style-type: none"> • Answer should be: St. Patrick’s Day <p>“Yes, St. Patrick’s Day is coming up on March 17th and is on a Tuesday this year. Our Scholastic News magazine says Welcome to Ireland! *read the writing on the front cover* Have you heard of Ireland? Here you can see castles, rolling green hills, and sheep. But that’s not all you can see. When you turn the page, two Irish kids will show you all around the quiet countryside and the busy cities of this faraway land.”</p> <p>“Let’s turn the page so we can learn more about Ireland and what it is like in the country and the city.”</p> <p>*turn the page*</p>

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“Remember when we practiced making inferences or predictions when we read “The Bear Who Ate your Sandwich” Book? I think we should practice making inferences or predictions before we read about the city life and the country life of Ireland. Without reading any words on these pages I want you to make an inference or prediction about what you think it might be like to live in the countryside or the city of Ireland. I will give you about a minute to think then I am going to have you share your inference or prediction with someone beside you.”

allow a minute for students to come up with an inference or prediction

“Okay share your inference or prediction with someone sitting beside you at your table spots.”

walk around while students share their inferences or predictions with someone beside them, mention one or two that you heard after getting their attention back

“In 3...2...1... your eyes are up here, and your mouths are turned off. I heard someone predict _____, and I heard someone else predict _____. Let’s read and find out if those predictions are true.”

“At the top it says country life, city life. As you read: Think about how country life is different from city life. How is it alike? What could we use to compare the country and city life as we read?”

- Answer should be: A Venn diagram

“Yes, we can use a Venn diagram to compare and contrast the country and city life. Let’s do that as we read. *read the beginning part of the inside page about the country life* I’m Grace. I live in the Countryside of Ireland. Let me tell you all about it. I am going to draw popsicle sticks for readers today again, if I draw your name and you wish to read, I want you to read just one paragraph. However, if I draw your name and you do not wish to read today that is okay too.”

draw a popsicle stick “{insert students name drawn} would you like to read the {first, second, third} paragraph for us today?”

- Repeat this until all three paragraphs on the country life have been read

“Now we are going to read about the city life in Ireland. *read the beginning part of the inside page about the city life* I’m Ryan. I live in a city in Ireland. Let me tell you all about it. I am going to draw popsicles for readers for the paragraphs on this page also. If you wish to read when your name is drawn you may read a paragraph but remember you do not have to read if you wish not to.”

draw a popsicle stick “{insert students name drawn} would you like to read the {first, second, third} paragraph for us today?”

- Repeat this until all three paragraphs on the city life have been read

“Now that we have read about the country life and city life. I want you to think about what we learned from our reading today and how they are different or the same. I will give you about a minute to come up with one thing then we will fill in our Venn diagram for the country life and city life.”

allow students about a minute to think

“Once you have something you would like to be added to the Venn diagram tell me where you would like it to go, country life, city life or in the middle for both and what you want me to write.”

call on students who raise their hand until have called on all that have raised hands if not many, or called on almost all students at least once

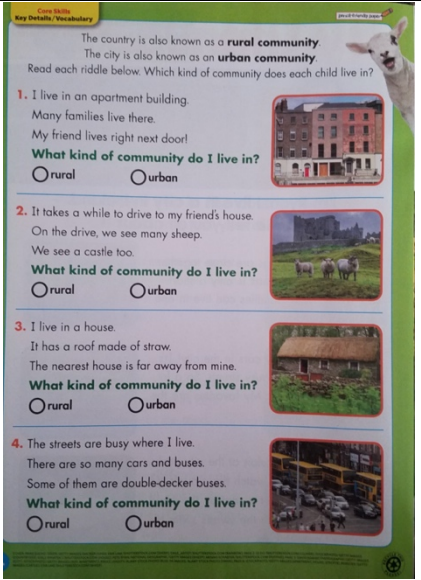
~3-5
Minutes

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

“Now it is time to move on to the last page of our magazine.”

turn the page to the last page

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	<p>“The country is also known as a rural community. The city is also known as an urban community. Hmm...we could add that to our Venn diagram, couldn't we?”</p> <p>“*read the page to the student's number by number* Read each riddle below. Which kind of community does each child live in? Number 1, I live in an apartment building. Many Families live there. My friend lives right next door! What kind of community do I live in?”</p> <ul style="list-style-type: none"> • *draw a popsicle stick to have a student provide an answer* • Answer should be: Urban <p>“Number 2, It takes a while to drive to my friend's house. On the drive, we see many sheep. We see a castle too. What kind of community do I live in?”</p> <ul style="list-style-type: none"> • *draw a popsicle stick to have a student provide an answer* • Answer should be: Rural <p>“Number 3, I live in a house. It has a roof made of straw. The nearest house is far away from mine. What kind of community do I live in?”</p> <ul style="list-style-type: none"> • *draw a popsicle stick to have a student provide an answer* • Answer should be: Rural <p>“Number 4, The streets are busy where I live. There are so many cars and buses. Some of them are double-decker buses. What kind of community do I live in?”</p> <ul style="list-style-type: none"> • *draw a popsicle stick to have a student provide an answer* • Answer should be: Urban 	 <p>The country is also known as a rural community. The city is also known as an urban community.</p> <p>Read each riddle below. Which kind of community does each child live in?</p> <ol style="list-style-type: none"> I live in an apartment building. Many families live there. My friend lives right next door! What kind of community do I live in? <input type="radio"/> rural <input type="radio"/> urban It takes a while to drive to my friend's house. On the drive, we see many sheep. We see a castle too. What kind of community do I live in? <input type="radio"/> rural <input type="radio"/> urban I live in a house. It has a roof made of straw. The nearest house is far away from mine. What kind of community do I live in? <input type="radio"/> rural <input type="radio"/> urban The streets are busy where I live. There are so many cars and buses. Some of them are double-decker buses. What kind of community do I live in? <input type="radio"/> rural <input type="radio"/> urban
<p>~3-5 Minutes</p>	<p>Review (wrap up and transition to next activity):</p> <p>Ask the students some review questions such as:</p> <ul style="list-style-type: none"> • “What is an apartment building?” • “Is the country and city life the same or are they different? Do they have any similarities?” <ul style="list-style-type: none"> ○ “What similarities do they have?” ○ “What differences do they have?” • “What is a rural community also known as?” • “What is an urban community also known as?” <p>“Once you get a star on your papers you can find your folder in the front of the room, grab your papers from your mailbox and get ready to go home for the day.”</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Venn Diagram <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • Revisit what country life is like • Revisit what city life is like • Expand upon country and city life 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • Answering the questions on the last page of the Scholastic News Magazine <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> • Rural and Urban Communities 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I ended up making some modifications to my lesson right before teaching it, because my cooperating teacher had access to some materials in which I was not able to access that I thought would be beneficial to have at the beginning of the lesson. I started the lesson off by reading “There Was an Old Lady Who Swallowed a Clover” book and then added the video about Ireland that my cooperating teacher had access to through her account. This video helped to really get the students engaged about learning more about country and city life in Ireland.</p> <p>The students demonstrated what they have learned about country life and city life similarities and differences in Ireland. They demonstrated what they have learned by answering the questions on the back page of the article we had read. The students also got to demonstrate what they have learned about the similarities and differences between country and city life in Ireland through writing facts they have learned on the Venn-diagram we completed as a class. I felt the lesson overall went very well for all of the students were involved and participating.</p> <p>Changes I would make for the next time would include finding more ways to make the material more engaging. One way I could do this could be by having the students share where they live and compare it with someone else in the class to see how the areas are different and similar. Another way this could be done is by having the students compare where they live compared to someone else in their family to see how the areas are different and similar.</p>		