

COMMUNITY AND CULTURE

2nd Grade Social Studies Unit Plan



ECE 336 – PROFESSOR CASTOR

LEXI CALLANDER

4/29/2019

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Community and Culture

Over time, culture and people can change along with needs and wants.

There are differences between one another, but we have even more similarities.

After going on a virtual field trip and creating a brochure, we see how many cultures are in the U.S

Many People, One Country

Many people have different beliefs and traditions that are closely related to a group.

Change

Time and progress allows for changes in a community.

There are differences overtime in the artifacts from your family timeline

Needs and Wants

Needs and wants require people to provide for themselves by purchasing, collecting, moving, etc.

People in different areas and time periods have different needs and wants.

Groups satisfy their needs by utilizing resources.

Can you compare needs and wants of animals to your own?

Comparing Cultures

What similarity do all of the children have in "Book Fiesta?"

People in different countries have different beliefs, foods, traditions, etc but also many that are alike.

What are artifacts that represent your own culture and other cultures?

ECE 215 Elementary Education: Curriculum, Instruction and Assessment

STAGE 1 –Desired Results

Topic: Community and Culture

Established Goals:

1. Define culture and identify artifacts/beliefs that symbolize many cultures.
2. Have a basic understanding of economy and how a person's wants/needs are involved.
3. Grasp the concept of change over time that has to do with family history as well as other community histories.

Standards:

- Standard - 6.1.1.A: **Identify scarcity of resources within the family.**
Standard - 6.2.1.A: **Identify goods, consumers, and producers.**
Standard - 7.2.1.A: **Identify physical characteristics in the community and region.**
Standard - 7.3.1.A: **Identify the local climate and how it determines the way people live.**
Standard - 8.1.1.A: **Demonstrate an understanding of chronology.**
Standard - 8.2.1.C: **Identify holiday and cultural celebrations in a community and why they are celebrated.**
Standard - 8.3.1.C: **Identify examples of change.**
Standard - 8.4.1.C: **Identify holidays and ceremonies of selected world cultures.**

Big Ideas: 1. Many People, One Country 2. Change 3. Needs and Wants 4. Comparing Cultures

Essential Questions:

1. How does culture differ throughout the United States?
2. Why and how does community and culture change in places as time passes by?
3. How does needs and wants of communities/families impact their lives and decisions?
4. In what different ways do cultures vary across the world?

Students will know:

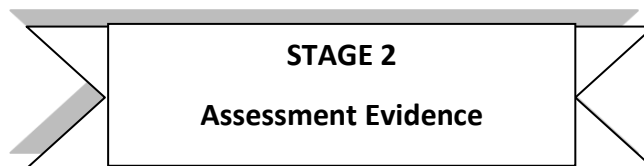
- The differences in culture but also the ability to point out the similarities.
- How some groups satisfy their needs by utilizing resources.
- Know family history and recognize traditions that are passed down.
- Explain values, traditions, and practices that unite all Americans and/or people around the world.
- That communities change over time.

Enduring Understandings:

1. Depending on the region, the United States is full of many different families who have a variety of cultures.
2. Time and progress in society changes what makes up a community or culture.
3. Needs/wants require people to provide for themselves or others by purchasing/collecting, moving, etc.
4. People in various countries or areas in the U.S. have different beliefs, foods, and traditions but also have similarities with one another.

Students will be able to:

- Create a timeline of artifacts/beliefs for different cultures.
- Compare and contrast different cultures across the U.S.A and the world.
- Describe the needs and wants of a group of people in different areas and time periods.
- Explain how advancements have allowed people of different cultures and places to link together.



Performance Tasks:

- Create a family timeline to tell the difference between near and distant past in your own family:

Students will create a timeline over the course of the unit where they bring in artifacts and pictures that pertain to the past and present of their family's history. They can ask parents, grandparents, aunts and uncles, extended family, etc. to help them with the artifacts. If the student is not being aided and bringing in many artifacts, the teacher will ask them questions to stimulate their thoughts about their own family and values. They can then use art supplies to create or replicate the ideas that they spoke about with the teacher. They will add to the timeline as time goes on. As they learn about a new aspect within a community/culture, they will try to focus on choosing an artifact that relates to that aspect. This will ensure understanding and allow for students to make connections between their own experiences and their learning. Each student's timeline is hung in the classroom on three different bulletin boards. This timeline is a visual throughout the entire unit and is an interactive bulletin board that can also be used for star student.

Goals and Standards Met: Goal 1, Goal 3, Standard - 7.2.1.A, Standard - 8.3.1.C, Standard - 8.1.1.A

- Create a map of your school layout and then create an entire map of the community:

During the lessons focusing on community, students will work every day to create a map of their own school layout. They will use this map to get to special class and lunch to ensure it is correct. After creating those individuals maps which will be used for line leaders (Tour Guide) for each day to learn about jobs as well as geography, students will move on to creating a class map of the community. They will focus on specific landmarks and roads. This map will be displayed as student work in the classroom. Students will be divided into groups and each group will research at least 3 landmarks in their town. The teacher will already provide students with most road names and if not, they will guide them in finding the correct name of the roads that they will be putting on the map. Once the map is done, the teacher will have the students present which landmarks/places they chose to include on the map. This will lead to a discussion about wants/needs and the businesses in the town. The teacher will ask stimulating questions listed below to allow students for a discussion after all of them have presented their portion of the community map.

Questions:

What are some necessary or unnecessary items that you could purchase from (insert business/service that was presented)?

If you had to make a list of wants, what would it look like? What about needs? Pay attention to the places we listed on our map and what you could get from these places.

What is the responsibility of your family and other families in the community?

Goals and Standards Met: Goal 2, Standard - 7.2.1.A, Standard - 6.2.1.A

- **Book Fiesta Cultural Party**

After creating their own books and reading “Book Fiesta” which involves many different cultures, students will read a reader’s theatre. They will learn about different cultures through all instructional activities listed above and take home a handout where they will sign up to cook or buy a food that pertains to a certain culture. They will celebrate Children’s Book Day (Book Fiesta is about this concept) and have a classroom/family cultural party with the foods they signed up to bring.

Goals and Standards Met: Goal 1, Goal 3, Standard - 8.4.1.C, Standard - 8.2.1.C,

Other Evidence:

- Comparing and contrasting cultures with Venn Diagrams: Students will look at different cultures throughout the unit and their similarities and differences.

Goals and Standards Met: Standard - 8.2.1.C, Goal 1

- Virtual Field Trip to another city to display culture in the United States (We are going to New Orleans): Students will take a whole class virtual field trip to New Orleans to learn about their culture and how it differs than others because of where it is located and the people who live there.

Goals and Standards Met: Goal 1, Goal 2, Standard - 7.2.1.A, Standard - 8.2.1.C

- Duplicate Community Map by adding on resource identification/key to the map: Students will add on to the map of the community that they already created to dig deeper and study how the places/landmarks they researched contribute to the economy and the needs and wants of others.

Goals and Standards Met: Goal 2, Goal 3, Standard - 6.1.1.A, Standard - 6.2.1.A

- Research another community in the United States and create a travel brochure for that area: Students will research what makes a certain place attractive and what their culture contains. They will put this into brochure form and create it as if it is an advertisement.

Goals and Standards Met: Goal 1, Standard - 7.3.1.A, Standard - 8.4.1.C, Standard - 8.2.1.C

- Create or share a song that relates to your family’s culture: Students will take home a hand out that instructs them to find a song or make a song that reflects their families values/beliefs.

Goals and Standards Met: Goal 1, Standard - 8.2.1.C

- Needs vs. wants identification board: Students will separate and list their own needs and wants in their families/home.

Goals and Standards Met: Goal 2, Standard - 6.2.1.A, Standard - 6.1.1.A,



STAGE 3
Learning Plan

Learning Activities:

- Read Aloud: Book Fiesta
- Klutz Scholastic Build a Book
- Reader's Theatre: Skippy Jon Jones
- Interactive Lecture (Powerpoint) on different cultures (A focus on food to go along with performance task)
- Google Map Scavenger Hunt New Orleans
- Trace a local landmark back through time (ex: a business and how it started)
- Parent Occupation Speaking Day
- Field trip to local compost farm
- Needs and wants/resources discussion
- Discussions
- Travel Brochure
- Morning Meeting Artifact Presentations
- Community and Class Map
- Habitat Research
- Human and Animal Wants and Needs Comparison
- Celebration Day

Performance Tasks:

- Create a family timeline to tell the difference between near and distant past in your own family:

Students will create a timeline over the course of the unit where they bring in artifacts and pictures that pertain to the past and present of their family's history. They can ask parents, grandparents, aunts and uncles, extended family, etc. to help them with the artifacts. If the student is not being aided and bringing in many artifacts, the teacher will ask them questions to stimulate their thoughts about their own family and values. They can then use art supplies to create or replicate the ideas that they spoke about with the teacher. They will add to the timeline as time goes on. As they learn about a new aspect within a community/culture, they will try to focus on choosing an artifact that relates to that aspect. This will ensure understanding and allow for students to make connections between their own experiences and their learning. Each student's timeline is hung in the classroom on three different bulletin boards. This timeline is a visual throughout the entire unit and is an interactive bulletin board that can also be used for star student.

Goals and Standards Met: Goal 1, Goal 3, Standard - 7.2.1.A, Standard - 8.3.1.C, Standard - 8.1.1.A

Timeline	1	2	3
Presentation:	Barely gave any details or background about artifacts and could not understand speaker.	Could hear the speaker but they were not speaking clearly. Gave a few details.	Spoke clearly to the audience and gave details about each artifact.
Amount of Artifacts:	Had less than 8 artifacts on the board and presented less than 4.	Had less than 10 artifacts on the board and presented at least four of them.	Had ten or more artifacts on the board and presented at least four of them.
Timeliness:	Brought all of the artifacts in at once, last minute.	Brought artifacts in near the end and very little in the beginning, or vice versa.	Brought an artifact in on each assigned day.

- Create a map of your school layout and then create an entire map of the community:

During the lessons focusing on community, students will work every day to create a map of their own school layout. They will use this map to get to special class and lunch to ensure it is correct. After creating those individual maps which will be used for line leaders (Tour Guide) for each day to learn about jobs as well as geography, students will move on to creating a class map of the community. They will focus on specific landmarks and roads. This map will be displayed as student work in the classroom. Students will be divided into groups and each group will research at least 3 landmarks in their town. The teacher will already provide students with most road names and if not, they will guide them in finding the correct name of the roads that they will be putting on the map. Once the map is done, the teacher will have the students present which landmarks/places they chose to include on the map. This will segway into a discussion about wants/needs and the businesses in the town. The teacher will ask stimulating questions listed below to allow students for a discussion after all of them have presented their portion of the community map.

Questions:

What are some necessary or unnecessary items that you could purchase from (insert business/service that was presented)?

If you had to make a list of wants, what would it look like? What about needs? Pay attention to the places we listed on our map and what you could get from these places.

What is the responsibility of your family and other families in the community?

Goals and Standards Met: Goal 2, Standard - 7.2.1.A, Standard - 6.2.1.A

Community Map	1	2	3
Participation in discussion:	Could not answer any questions about the landmark. Did not participate in discussion about wants and needs.	Participated once in discussion and could not answer questions about landmarks correctly.	Answered all questions about the landmark and participated two times or more in the discussion on wants and needs.
Detailed Description:	Gave little information about the background of the landmark/landmarks presented.	Gave enough information about the landmark but did not know where the landmark was located.	Gave information about the landmark as well as where it was located. Answered questions about the landmark when asked.
Amount of landmarks:	Only had 1 landmark to present as a group.	Had at least 2 landmarks to present to the class.	Had three or more landmarks as a group to present to the class.

<p>Day 1: Culture and Music Lesson: Students participate in a read aloud that introduces many different cultures to them. They have a discussion and create mini books about their own favorite places to read. They get assigned roles in a reader's theatre and practice their performance because they will do it later. Fill out a Venn Diagram about cultural differences. Homework: Sign up for celebration day and bring in an artifact for family timeline.</p>	<p>Day 2: Our Own Community Lesson: Students present their artifacts during morning meeting. They will create individual maps of the school layout to use while they are line leaders. Students help teacher research and create a class map of the community. Virtual Field Trip to New Orleans. Fill out the scavenger hunt during the virtual fieldtrip. Work on the school maps individually at the end of the day. Homework: Talk to parents about family history and continue to bring in artifacts.</p>	<p>Day 3: Needs and Wants Lesson: Work on their community map landmark research in their assigned groups. Students and teacher will now actually share research and design the large map. Start a discussion on the needs and wants in a community based on what we see in our own community. Create a needs and wants identification board. Work on travel brochure. Homework: Spend time at home researching what destination you want to create your travel brochure for. Keep bringing in artifacts.</p>	<p>Day 4: Humans vs. Animals Needs and Wants Lesson: Students participate in a read aloud that introduces different habitats. They will fill out a worksheet as they research living environments and needs and wants of a specific animal. The students will use a venn diagram to compare the needs and wants we talked about yesterday in class with the needs and wants of the animals. Homework: Bring in more artifacts for cultural timeline.</p>	<p>Day 5: Cultural Food Celebration Lesson: Students will continue to work on their travel brochure. Students will have already signed up for a certain food. They will listen to the interactive lecture to prepare them for the celebration. The parents will come in for the celebration. Students perform the reader's theatre for families. Students will share the song that reflects their own culture or their families culture. Homework: Continue to bring in artifacts for timeline.</p>
<p>Day 6: Parent Occupation Speaking Day Parents are going to come in and give brief presentations about their occupations. They will speak about their role in the community as well as how their job ties into needs and wants. They will also talk about production and consumption. The students will then fill out a journal entry about which job interested them the most.</p>	<p>Day 7: Field Trip To Local Farm The field trip to the local farm allows for students to see an actual occupation in their hometown. They will learn about consumption and production at the farm. They will participate in a discussion about the farm and ask questions while they are there. They will put the farm on the community map when we arrive back at school.</p>	<p>Day 8: Artifact Presentation Day Students are going to present their family timelines throughout the day. They will be working on their travel brochures if it is not their assigned time to present. Students must explain at least 4 artifacts that are on their timeline.</p>	<p>Day 9: Travel Brochure Presentation Day Students will present their travel brochure to the class. They will give the class details on what makes their area stand out and what parts of the culture draw in visitors. Students will be done with all of their performance tasks and projects for the unit plan on this day.</p>	

Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Book Fiesta – Culture and Music
 Lesson Date(s): 4/29/2019
 Course & Grade(s): 2nd Grade

Multiple Intelligences
Linguistic
Visual
Kinesthetic

INSTRUCTIONAL MATERIALS:

“Book Fiesta” Book
 Scholastic Klutz Mini Book Template
 Markers/Crayons
 Reader’s Theatre
 Character Pictures

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What are some symbols/ideas to describe different cultures across the world?
 How can we add or use expression while we read?
 What different places/areas do you like to read in?

PURPOSE: Students will develop an understanding of different cultures while practicing comprehension and reading with fluency. The students will take part in a role and use expression while doing so. Students will identify symbols of different cultures around the world.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. Students will participate in a discussion during and after the read aloud of “Book Fiesta” by Pat Mora.
2. After reading about the importance of reading around the world, students will create their own mini book about the places they love to read.
3. After creating their own mini book, students will receive a reader’s theatre and highlight their parts as well as where they can add expression.
4. After highlighting certain areas in the reader’s theatre, students will perform the reader’s theatre with prosody.

STANDARDS:

Standard - 9.2.K.D1: Explain that instruments or art forms represent cultural perspectives.
 Standard - 9.1.V.K.E1: Use imagination and creativity to express self through visual arts.
 Standard - 9.1.D.K.B1: Recreate a dramatic play experience for an audience
 Standard - CC.1.1.K.E: Read emergent-reader text with purpose and understanding.
 Standard - CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

DIFFERENTIATION STRATEGIES: For visually impaired students, the teacher will read from a large text during the read aloud and provide the student with an alternative book template for the mini book activity. Students will be in their appropriate carpet spots for the read aloud and mini book modeling so that they are all engaged.

ANTICIPATORY SET:

Students will be participating in a read aloud with Ms. Callander. Ms. Callander will read “Book Fiesta” by Pat Mora. Students will answer questions during the reading and find out about the celebration of children reading around the world. Ms. Callander will explain how “Children’s Day” is celebrated around the world on or around April 30th (Coming up soon).

Multiple Intelligences: Visual and Linguistic

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom’s Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing

INPUT/ ACQUIRE NEW KNOWLEDGE:

Chunk 1: Throughout the book, it is mentioned many different places that students around the world read. The students will each receive a Scholastic Klutz mini book template and create a mini book all about the different places that they like to read. Before creating the mini book, the teacher will model in front of the class.

Multiple Intelligences: Linguistic, Visual, Kinesthetic, Intrapersonal

Chunk 2: Students will receive a script for a Skippy Jon Jones reader's theatre that stars a bilingual chihuahua. Students will receive parts for the readers theatre and use a marker to high light their parts as well as color their coordinating character pictures.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE: After highlighting their parts and finding where they could read with expression, students will perform the Skippy Jon Jones reader's theatre. This reader's theatre will also be used for the "Children's Day Celebration" later in April.

Multiple Intelligences: Intrapersonal, Interpersonal

CLOSURE/ASSESSMENT:

Students will participate in a class discussion and fill out a web about cultures around the world. This will be based off of the books they read as well as the theatre they performed and prior knowledge about culture. The teacher will be able to see what the students know in order to chose books for future lessons in the reading unit about culture.

Students will also perform the reader's theatre for their parents/guardians during the party on April 30th.

Multiple Intelligences: Interpersonal

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Students will bring home a piece of paper that has sign ups listed for a Children's Celebration Day. Students and their parents will each cook a dish from a certain culture and bring it to school for lunch on April 30th. If some students can not participate, alternative options will be available.

EVALUATION/ASSESSMENT OF STUDENTS:

Students are evaluated through the completion of their mini book and the performance of their reader's theatre. They are also evaluated through the participation in discussion questions during the read aloud and the closure.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Read "Book Fiesta" to the students and ask questions during the reading. The questions should focus around how the setting relates to different cultures and if the students can identify this. 2. The teacher will model for the students how to create a mini book about places they love to read. 3. Pass out mini book templates to students and allow them 15 minutes to create their own mini book about places they love to read. 4. Pass out scripts to Skippy Jon Jones Reader's Theatre and instruct 	<p>The students will:</p> <ol style="list-style-type: none"> 1. Read and participate in the read aloud. Raise your hand or do a quiet connection during the reading! 2. Watch as the teacher models the mini book and ask any questions if it is needed. 3. Create a mini book about places you love to read just like the "Book Fiesta" book talks about! 4. After receiving a script, highlight your parts as well as where you could add expression while you read. 5. Perform the reader's theatre in front of the teacher.
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<p>students on how to highlight their roles as well as the areas they will use expression in their roles.</p> <ol style="list-style-type: none"><li data-bbox="251 283 641 409">5. Hand students their character pictures and allow them to perform the reader's theatre. Facilitate and direct students if they need help.<li data-bbox="251 409 657 497">6. Tell students to come to carpet spots and facilitate the closing discussion about culture.	<ol style="list-style-type: none"><li data-bbox="730 199 1136 346">6. Gather in carpet spots for discussion about the different cultures we learned about today. Talk about similarities and differences between cultures.
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Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Our Own Community
 Lesson Date(s): 4/30/2019
 Course & Grade(s): 2nd Grade

Multiple Intelligences:

- Visual
- Interpersonal
- Intrapersonal

INSTRUCTIONAL MATERIALS:

Paper and Markers for community and school maps
 Google Earth – New Orleans
 New Orleans Scavenger Hunt Worksheet
<https://www.neworleans.com/things-to-do/history/people-and-culture-of-new-orleans/>

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Why and how does community and culture change in places as time passes by?
 How does needs and wants of communities/families impact their lives and decisions?

PURPOSE: Students will be able to understand the geography as well as the economics and layout of their own community. They will be able to continue to identify differences between their community and others. They will be able to point out certain aspects of New Orleans's culture.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. After bringing in and sharing an artifact during morning meeting, students will pin their artifacts to their family timeline to establish a personal understanding of their own culture.
2. After students are introduced to the school map, they will make their own individual maps and will demonstrate their understanding of the school layout whenever they become line leader (tour guide).
3. After creating individual school maps, students will make an entire class map of the community and research landmarks in groups to understand the history of their community.
4. Once students use google maps New Orleans virtual field trip, they will fill out a scavenger hunt to dig deeper into cultural differences and meaning.

STANDARDS:

Standard – 7.2.1.A: Identify physical characteristics in the community and region.
 Standard – 7.3.1.A: Identify the local climate and how it determines the way people live.
 Standard – 8.2.1.C: Identify holiday and cultural celebrations in a community and why they are celebrated.
 Standard – 8.4.1.C: Identify holidays and ceremonies of selected world cultures.

DIFFERENTIATION STRATEGIES: Visual Impairment Student: The student will be provided their own laptop during the explanation of the virtual field trip. The teacher's monitor will be linked to this laptop and they will follow along with a better view. During the community map creation, the student will sit in the front and have their own laptop in the group that they are in.

Student with Reading Disability: Student will be provided with websites to begin with on a worksheet that will aid them in the scavenger hunt. These websites will be prechosen by the teacher and easy to navigate and read.

ANTICIPATORY SET: The teacher will allow each student to stand up during morning meeting to share their family artifact that they brought in as part of the greeting. Each student is contributing this artifact to their own family timeline on the bulletin board and will have a chance to explain why it represents their family.

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Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

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8. Interpretation
9. Application
10. Perspective
11. Empathy
12. Self-Knowledge

Multiple Intelligences

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10. Visual [pictures]
11. Mathematical [numbers & reasoning]
12. Kinesthetic [hands-on]
13. Musical [music]
14. Interpersonal [social]
15. Intrapersonal [self]
16. Naturalist [nature]

Multiple Exposures [4 x 2]

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5. Visualization
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Complex Interactions

3. Discussion
4. Argumentation

Bloom's Taxonomy

7. Knowledge [Verbatim]
8. Comprehension [Own Words]
9. Application [Problem-Solving]
10. Analysis [Identify components]
11. Synthesis [Combine information]
12. Evaluation [Decisions]

Aspects of the Topic

7. Facts
8. Compare
9. Cause/Effect
10. Characteristics
11. Examples
12. Relationships

9 Effective Strategies

10. Similarities and Differences
11. Summarization and Note Taking
12. Reinforcing Effort and Providing Recognition
13. Homework and Practice
14. Nonlinguistic Representations
15. Cooperative Learning
16. Setting Objectives and Providing Feedback
17. Generating and Testing

INPUT/ ACQUIRE NEW KNOWLEDGE:

Chunk 1: The teacher will aid the students in creating a map of the school layout. This includes the hallways in their school, the special class rooms, the cafeteria, playground, etc. This allows for students to start off making a map of something very familiar to them. Each student creates their own map and uses it to navigate the school whenever they are the line leader. The student has time to work on the map every day but it has to be done by the time they will be line leader (Tour Guide).

Chunk 2: Students will move on to creating a class map of the community even if they are not finished with their individual map. The class map will be guided by the teacher and the students will focus on roads and landmarks. Students are split in to three different groups and have to research at least three landmarks in their town as a group. The teacher will guide the research and students will finish this map as a class the next day.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE: Virtual Field Trip to New Orleans! Google Maps street view of New Orleans to take in the culture and traditions of New Orleans. Students will be able to identify the weather, landscapes, people, etc. that make their culture different than our own. Students will be able to ask questions during the introduction to the field trip. They will then be assigned a computer and a partner. They will go through a virtual field trip scavenger hunt and find different cultural artifacts on google maps New Orleans.

CLOSURE/ASSESSMENT: Students will work on their school maps and participate in a think pair share that will allow them to share one part of the school that they put on their map. This will also give students ideas who have not thought of certain aspects of the school yet.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Students will continue to talk to their parents/guardians about their family history and bring in artifacts to add to their timeline every day.

EVALUATION/ASSESSMENT OF STUDENTS:

Students are evaluated through the process of creation of their own school maps and their contribution to group work in their assigned groups for the community map. They are evaluated on the answers that they find on the New Orleans cultural scavenger hunt.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 7. Introduce morning meeting greeting artifact share. 8. Move to carpet spots and introduce the students individual school map assignment. Explain the criteria for the school map listed above in the lesson plan. Send students to their own seats to work on the maps. 9. Introduce the entire class map of the community. Talk about certain landmarks and roads that students may already know. Assign students into groups of four. Tell students to each group has to research three landmarks for the class map. 10. Bring up virtual field trip as a whole class and model the sections of the 	<p>The students will:</p> <ol style="list-style-type: none"> 7. Bring in their family timeline artifact and share briefly during morning meeting. 8. Listen as the teacher explains the school map and work on the map in your assigned time. 9. Listen as the teacher explains community map and research three landmarks in your group. 10. Work on New Orleans scavenger hunt with a partner. 11. Work on school map for ten minutes and be prepared to share one section of it after the ten minutes is up.
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<p>scavenger hunt. Assign partners and allow students to work on scavenger hunt.</p> <p>11. Give students ten minutes to work on their school maps again and ask them to share one aspect of their school map that they have so far.</p>	
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Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Community Map Elaboration with Needs and Wants
 Lesson Date(s): 4/31/2019
 Course & Grade(s): 2nd Grade

INSTRUCTIONAL MATERIALS:

Markers and Paper
 Computers
 Cork Board
 Magazines
 Glue/Tape

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How does needs and wants of communities/families impact their lives and decisions?
 What are specific needs and wants that you can identify within your own household?
 Why and how does community and culture change in places as time passes by?

PURPOSE: Students will learn about vocabulary that has to do with a map/map key and allow this to contribute to their knowledge of needs and wants within a community. Students will present research on certain landmarks in their own community to create relationships and meaning behind their hometown economy and themselves.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. Once given time to do research on their landmarks, students will officially present their landmarks and create the community map as a class.
2. After presenting and creating the map as a class, students will participate in a teacher led discussion about needs/wants in our own community by participating and speaking at least twice.
3. After participating in the discussion, students will contribute to the class needs/wants identification board by brainstorming and creating visuals for their own needs/wants.

STANDARDS:

Standard – 7.2.1.A: Identify physical characteristics in the community and region.
 Standard – 6.2.1.A: Identify goods, consumers, and producers.
 Standard – 6.1.1.A: Identify scarcity of resources within the family.

DIFFERENTIATION STRATEGIES: Visually Impaired student: This student will have their own individual magazines and photos already printed out and cut out for the needs/wants identification board with labels on each photo/visual. They also have the option to bring their laptop and draw up of their own community map to the carpet spot while they creating the map.

Reading Disability: Student still has the premade list of websites for research from the class beforehand. The teacher will also provide the student with a premade list of grade level capability reading websites for their travel brochure idea. These websites will include example brochures on grade level as well as ideas for destinations.

ANTICIPATORY SET: Students will have 20 more minutes to do research on their community landmarks in their groups. They will have their small draw up and area placement of the map with them ready to create the official map after the 20 minutes is up.

INPUT/ ACQUIRE NEW KNOWLEDGE: The teacher will call students to carpet spots and start designing the large map. Students will each speak about their landmarks, give extra details and

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

13. Explanation
14. Interpretation
15. Application
16. Perspective
17. Empathy
18. Self-Knowledge

Multiple Intelligences

17. Linguistic [words]
18. Visual [pictures]
19. Mathematical [numbers & reasoning]
20. Kinesthetic [hands-on]
21. Musical [music]
22. Interpersonal [social]
23. Intrapersonal [self]
24. Naturalist [nature]

Multiple Exposures [4 x 2]

7. Dramatization
8. Visualization
9. Verbal

Complex Interactions

5. Discussion
6. Argumentation

Bloom's Taxonomy

13. Knowledge [Verbatim]
14. Comprehension [Own Words]
15. Application [Problem-Solving]
16. Analysis [Identify components]
17. Synthesis [Combine information]
18. Evaluation [Decisions]

Aspects of the Topic

13. Facts
14. Compare
15. Cause/Effect
16. Characteristics
17. Examples
18. Relationships

9 Effective Strategies

19. Similarities and Differences
20. Summarization and Note Taking
21. Reinforcing Effort and Providing Recognition
22. Homework and Practice
23. Nonlinguistic Representations
24. Cooperative Learning
25. Setting Objectives and Providing Feedback
26. Generating and Testing

specific details, and present the teacher will the location of their landmarks. Once every group has done this, the community map will be done.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE: Chunk 1: Students will Segway into a teacher led discussion about the wants/needs and businesses in their own town. Questions to stem the discussion are listed below:

What are some necessary or unnecessary items that you could purchase from (business that were mentioned in the map creation)?

If you had to make a list of wants, what would it look like? What about needs? Pay attention to places we listed on the map and what you could get from these certain places.

What is the responsibility of your family and other families in the community?

Do you think that there have been different needs and wants and these change as time changes? Give an example!

Chunk 2: Students will create a needs/wants identification board. Students will separate and list their own needs and wants in their families/homes. They will then come back together as a large group and share ideas with the teacher as they create their identification board. They will create this on a large cork board to hang up in the room. Clippings from magazines or drawings can be used to create the board visually.

CLOSURE/ASSESSMENT: The teacher will introduce the students to the travel brochure activity and inform them that they need to spend ten minutes on the laptops researching what community/destination they may want to focus on for their travel brochure.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Keep bringing in artifacts for the family timeline.

Spend extra time at home researching what area you would like to do for your brochure if you can.

EVALUATION/ASSESSMENT OF STUDENTS: Students are evaluated through their contributions in all discussions (needs/wants discussion as well as community map landmark research). Students also have to present the teacher with an idea for their travel brochure by the end of the class.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">12. The teacher will give students twenty minutes in the beginning of the class to finish their research from the previous lesson.13. Create the community map with the students on the carpet as a whole group.14. Talk about the businesses that were introduced during the creation of the community map and allow this for a discussion on wants/needs in the community. Provide students with questions listed above to stem their thinking.15. Give students time to brainstorm needs/wants of their	<p>The students will:</p> <ol style="list-style-type: none">12. Finish their research on the landmarks that they were looking up in their groups.13. Every student will contribute to the creation of the community map by describing landmarks in detail including their location.14. Participate at least twice in the needs/wants discussion.15. Cut out and draw needs/wants while you brainstorm what your own community/family needs and wants.16. Bring visuals to the carpet and help the teacher create the needs/wants identification board.
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<p>families/communities. Model what this would look like on the identification board.</p> <ol style="list-style-type: none"><li data-bbox="251 283 649 367">16. Allow students to bring their visuals to the carpet and create the identification board together.<li data-bbox="251 373 649 497">17. Introduce the travel brochure activity and allow students time to research a destination they may want to choose.	<ol style="list-style-type: none"><li data-bbox="730 191 1096 283">17. Research a destination you may want to chose for your travel brochure.
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Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Our Needs and Wants vs. Animal Needs and Wants.
 Lesson Date(s): 5/2/2019
 Course & Grade(s): 2nd Grade

Multiple Intelligences
 -Visual
 -Linguistic
 -Intrapersonal

INSTRUCTIONAL MATERIALS:

- The Magic School Bus Hops Home: A Book About Animal Habitats
- Chromebooks
- Shoeboxes to compensate for children who cannot bring one from home
- Headphones
- Worksheets for Book and Research

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Essential Question: Can certain animals live with different space and coverage in their living environments?

How does needs and wants of communities (habitats in this case) impact their lives and decisions?

Enduring Understanding: Each animal lives in a different environment that requires space and coverage for their own needs.

PURPOSE:

Students will be able to identify the specific space and coverage that individual animals need in order to survive in their living environments. They will conduct research on a certain animal and share it with the class to ensure their understanding of the topic. They will be able to compare their own needs and wants to that of the animal.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. [While listening to the read aloud], students will observe what the teacher reads about space and coverage to start their thinking about living environments.
2. [After listening to the read aloud], students will fill out a worksheet about Bella the Bullfrog and what space and coverage she needed during the book to give them a quick over view of living environment.
3. After filling out the Bella Bullfrog worksheet, students will conduct their own research on the habitat they chose to make a replica out of to start the scientific process that will continue in to the next class.
4. After presenting their research to the class, the students will complete a venn diagram explaining the difference between human needs and animals needs.

STANDARDS:

Standard - 4.1.4.A: Explain how living things are dependent upon other living and nonliving things for survival.

Standard – 6.2.1.A: Identify goods, consumers, and producers.

DIFFERENTIATION STRATEGIES:

Reading Disability: Student will already have multiple books on grade level to choose from for the research section of a certain habitat. Instead of working on a computer, they will work with an aid to find information about the habitat and practice reading with fluency at the same time.

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

19. Explanation
20. Interpretation
21. Application
22. Perspective
23. Empathy
24. Self-Knowledge

Multiple Intelligences

25. Linguistic [words]
26. Visual [pictures]
27. Mathematical [numbers & reasoning]
28. Kinesthetic [hands-on]
29. Musical [music]
30. Interpersonal [social]
31. Intrapersonal [self]
32. Naturalist [nature]

Multiple Exposures [4 x 2]

10. Dramatization
11. Visualization
12. Verbal

Complex Interactions

7. Discussion
8. Argumentation

Bloom's Taxonomy

19. Knowledge [Verbatim]
20. Comprehension [Own Words]
21. Application [Problem-Solving]
22. Analysis [Identify components]
23. Synthesis [Combine information]
24. Evaluation [Decisions]

Aspects of the Topic

19. Facts
20. Compare
21. Cause/Effect
22. Characteristics
23. Examples
24. Relationships

9 Effective Strategies

28. Similarities and Differences
29. Summarization and Note Taking
30. Reinforcing Effort and Providing Recognition
31. Homework and Practice
32. Nonlinguistic Representations
33. Cooperative Learning
34. Setting Objectives and Providing Feedback
35. Generating and Testing

Visual Impairment: The student will be in the front of the carpet for the read aloud and will be provided with large books about grasslands. This will give them one more resource that will help with reading text about habitats.

ANTICIPATORY SET:

The teacher will complete a read aloud to the whole class of the children’s literature book “The Magic School Bus Hops Home: A Book about Animal Habitats”. The students will listen as the teacher reads and pay attention to the details of habitats. The teacher will remind the students to think about “space and coverage” as she reads.

INPUT/ ACQUIRE NEW KNOWLEDGE: The students will fill out a worksheet about what Bella the bullfrog needed in her living environment. They will use the answers: plenty of space, lots of insects to eat, quiet water to lay her eggs in, and lots of fresh air too.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Chunk 1: Students will use the scientific method to start to write the description of their future replica they will be building. Beforehand, they were required to chose which habitat they wanted to build for homework (Polar Ice, Tropical Rain Forest, or Grasslands). They will be researching their habitat more in depth and focusing on the space and coverage that is needed, using the school’s chromebooks.

Chunk 2: As they research, students will fill out a worksheet about space and coverage in their habitat that they chose. They will write details and include specifics about what the living environment looks like. Students will present their research in front of the class which puts them on their way to their experiment (the actual replica). The teacher will approve each students research as they present it.

CLOSURE/ASSESSMENT: Chunk 1: Students will fill out a venn diagram comparing the needs and wants of animals to the needs and wants of humans that we discussed in the previous lesson. The students will share their ideas in a group discussion about the comparison of the two.

Chunk 2: Students will all answer the question, “What does your own habitat look like compared to an animals habitat? Think back to the community map we made.” Each student will participate in the discussion.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

The student will be asked to bring in shoe boxes for their replicas if possible.

Bring in more artifacts for your family cultural timeline.

EVALUATION/ASSESSMENT OF STUDENTS:

The teacher will evaluate the students as they present their research to the class. The rest of the scientific method will follow as they actually complete their replica and experiment with how they will include all three big ideas from the habitat unit.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">18. Read aloud to the students, a book from children’s literature and remind students to think about space and coverage.19. Pass out the worksheet for Bella the Bullfrog and explain directions.20. Remind students of their selected replica choice and aid them in research.	<p>The students will:</p> <ol style="list-style-type: none">18. Listen to the read aloud and think about space and coverage for living environments.19. Fill out Bella the Bullfrogs worksheet for living environment.20. Conduct research for their habitat replicas and fill out the research worksheet for space and coverage.
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<ul style="list-style-type: none">21. Facilitate student presentation of research.22. Introduce the venn diagram and the similarities and differences between human needs and animal needs.23. Pose a question listed above about the comparison of our habitats.	<ul style="list-style-type: none">21. Present their research for their selected replica and focus on the living environment they are going to create. (Work on creating a hypothesis).22. Complete a venn diagram that compares the needs of humans to the needs of animals.23. Participate in a discussion about the comparison of a human habitat and an animal's habitat.
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Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Cultural Food Celebration Preparation
 Lesson Date(s): 5/3/2019
 Course & Grade(s): 2nd Grade

Multiple Intelligences
Kinesthetic
Visual
Musical
Interpersonal

INSTRUCTIONAL MATERIALS:

Microsoft Word Powerpoint on Cultural Foods and Celebrations
 Computers
 Speaker
 Dining Utensils

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

In what different ways do cultures vary across the world?
 How does culture differ throughout the United States?
 What are the different cultural aspects of a certain area?
 What foods help to add to a certain areas culture?

PURPOSE: Students will have a deeper understanding of world cultures through the celebration and interactive lecture. They will create this understanding during the sharing of a song, the travel brochure, and the Book Fiesta party.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. Students will follow the rubric and criteria while making a travel brochure to broaden their understanding of different destinations around the world and what makes each one unique.
2. After listening to an interactive lecture on the many different foods within cultures around the world, students will perform a reader's theatre for their parents regarding different cultures.
3. After performing the reader's theatre, students will share a song they created or found that represents their family's culture to show their understanding of the important of music in certain groups.

STANDARDS:

Standard – 8.4.1.C: Identify holidays and ceremonies of selected world cultures.
 Standard – 6.2.1.A: Identify goods, consumers, and producers
 Standard – 8.3.1.C: Identify examples of change.

DIFFERENTIATION STRATEGIES: Visually Impaired: Student will be in the front during the interactive lecture and have a powerpoint printed out for their own use.

Reading Disability: The student will already have their sections highlighted and get to use their script during the performance. Not all children need script at all times during performance. This will allow for the student to feel more comfortable. The child also has a role in the reader's theatre that is on their capability level.

ANTICIPATORY SET: Students will work on their travel brochure and start to create a layout and format. They will follow the guidelines and rubric. They will make sure they include aspects of the community's culture and what would draw tourists in to the area. They will focus heavily on the specific details of the area.

INPUT/ ACQUIRE NEW KNOWLEDGE: Students will have already signed up for a certain food for the celebration of Children's Day (Book Fiesta). They will listen to an interactive lecture on foods from different cultures around the world. This will prepare them for the actual celebration and their performance later in the day.

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

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26. Interpretation
27. Application
28. Perspective
29. Empathy
30. Self-Knowledge

Multiple Intelligences

33. Linguistic [words]
34. Visual [pictures]
35. Mathematical [numbers & reasoning]
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37. Musical [music]
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39. Intrapersonal [self]
40. Naturalist [nature]

Multiple Exposures [4 x 2]

13. Dramatization
14. Visualization
15. Verbal

Complex Interactions

9. Discussion
10. Argumentation

Bloom's Taxonomy

25. Knowledge [Verbatim]
26. Comprehension [Own Words]
27. Application [Problem-Solving]
28. Analysis [Identify components]
29. Synthesis [Combine information]
30. Evaluation [Decisions]

Aspects of the Topic

25. Facts
26. Compare
27. Cause/Effect
28. Characteristics
29. Examples
30. Relationships

9 Effective Strategies

37. Similarities and Differences
38. Summarization and Note Taking
39. Reinforcing Effort and Providing Recognition
40. Homework and Practice
41. Nonlinguistic Representations
42. Cooperative Learning
43. Setting Objectives and Providing Feedback
44. Generating and Testing

and/or

APPLY/ DEEPEN NEW KNOWLEDGE: Parents come in to the classroom to celebrate the book fiesta (Children's Day). They bring all of the different cultural foods that they were assigned to bring and the students perform a reader's theatre for them. The reader's theatre is bilingual and focuses on Mexico/Spanish. The children celebrate with their parents as they learn more about cultural foods.

CLOSURE/ASSESSMENT: Students will share their song they created or found that relates to their family's culture. They will explain why they chose this song. A certain amount of students will present today and slowly present on others days throughout the rest of the unit.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Bring in artifacts and research for your travel brochure at home.

EVALUATION/ASSESSMENT OF STUDENTS: Students are evaluated through their performance of the reader's theatre as well as the presentations of the song for their family's culture.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">24. Allow students time to work on their travel brochures and give them the rubric to follow as a guideline.25. Present interactive lecture on cultural foods before party.26. Parents come in for Book Fiesta Children's Day celebration. Allow time for students to celebrate with family.27. Help students present reader's theatre and introduce it to both students and families along with the unit.28. Allow students time to share the cultural song that found/wrote.	<p>The students will:</p> <ol style="list-style-type: none">24. Work on the travel brochure for twenty minutes and look at the criteria on the rubric. Answer the questions in your brochure that are posed on the handout.25. Listen to interactive lecture about different cultural foods that will be brought in later.26. Students celebrate during cultural event with families.27. Perform the reader's theatre for the families.28. Students will share the song that they wrote or found that has to do with their own culture or their family's culture.
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Cultural Foods Around The World

2ND GRADE CELEBRATION

Japan

- ▶ Sashimi is one of Japan's traditional food. Sashimi is sliced raw fish eaten with ginger and soy sauce mixed with wasabi.



China

- ▶ Dumplings (jiǎo zi) is one of China's traditional food. It is often filled with beef, pork, chicken, shrimp and/or veggies wrapped around small pieces of dough. You can either steam, fried, or boil it. Then dip the dumplings in black vinegar with chili sauce, chili sauce with soy sauce, or soy sauce.
- ▶ Have you ever eaten Chinese food? Do you remember what certain foods from china are called?



Bangladesh

- ▶ Ilish fish marinated and steamed in a banana leaf. Usually, a little marination is kept aside to pour on the fish after it's cooked. The steamed fish is always accompanied with rice.



England

Fish & Chips

- ▶ Beer-battered or crumbed deep-fried fish and thick-cut potato chips; served with tartar sauce, peas, and a lemon wedge. Fish and chips are sprinkled with salt and malt vinegar prior to serving.
- ▶ Does anyone know what a favorite drink of an English person could be?



India

Biryani

- ▶ Long-grain rice cooked with spices and meat. Often topped with fried onion flakes and boiled eggs. Vegetarian versions are also popular.



Celebration!

- ▶ Now let's go see what cultural foods our families brought in to share with us today!
