Miranda Cooley
2nd Grade

**Part I: Unit Overview and Instructor Background Knowledge (25 points)**

**a). Unit Title:** *The Changes of a Community*

**b). Family/Parent Letter:** *–*

Dear Parents,

In the next few weeks we will be integrating Social Studies into our Reading and Writing time. We will be discussing communities and how they change. These lessons will include discussions about communities as well as activities that get the students to think and understand different reasonsfor why communities change. We will be discussing how to make communities better and students will be creating plans to make a community better. Students will then be looking at their own community and come up with things that could be done to make their community better.

 My goal for this type of unit is to inform students about communities and how they change as well as why they change and what the good things are that come from a community changing. I hope to get students thinking about their own communities and see what could be done to change their communities for the better.

 We will be reading different sections from our *Social Studies Alive!* Book, that has to do with communities. We will be discussing these sections and talking about how we can relate these readings to our own community and how we can use the reading to help us brainstorm ideas to better our own community.

 Students will be getting some work to do at home that help them ask questions about their community. You can help your child by looking at your community with them and asking and answering questions about your community to help them think about changes that have happened, are happening, or can happen in the community. You could also take your child around the community to help them see what their community includes and help them become familiar with it.
 I am really excited about this unit and I hope to engage your child in a fun and interesting way!
 -Ms. Cooley

**c). Social Studies Content:**
 This unit is all about the community. Students will be learning that a community is a place where people live. Students will learn about the different types of communities, such as, urban, rural, and suburban communities. Students will learn that an urban community is a city, a rural community is the country, and the suburban community is a suburb or the outer edge of a larger town or city. These terms will be important for students to learn because it will teach students the different areas of the world and help them become good citizens. Students will learn that a citizen is a resident or someone who lives in a town or city as well as a member of a state.

 In this unit, students will also learn about how a community changes as it decreases and increases in size and the reasons for these changes. Students will work together in group activities to learn how to communicate changes and share ideas to make a community better in terms of looks and benefits for those living in the area. During these group activities, students will be able to learn and practice communicating, which they will learn, means exchanging information.

 The biggest challenge while teaching this unit will be explaining to students the similarities of communities. Students will more than likely struggle with this understanding because they have not done a lot of traveling (as they are quite young) and due to this, they probably have not been to very many communities. A concept like this can be hard to understand because the world is so big but if the students have not been very many places, they will struggle with understanding just how big. It will also be challenging for students to understand how the urban, rural, and suburban communities are similar since they are different areas of land and have many differences. It is important for students to understand that all communities’ change and this in itself is a similarity.

 History also will be challenging for students when it comes to communities and how they change. History is a big part of life but for young minds it is hard to figure out. History has a lot to do with communities for many reasons. These pieces of history will only be found after research and reading as well as being taught what these pieces of history meant and mean now. This unit would be a great opportunity to talk about the factories and changes in Pittsburgh, Pennsylvania, as well as the car industry in Detroit, Michigan and other aspects of Detroit.

 These landmarks are important pieces of History, however they may be hard concepts to understand if students are not familiar with them or if they do not come into the unit with background knowledge on these subjects. The key for this type of difficulty is to give students many opportunities to gain the knowledge they need in order to find the meaning of these ideas. This can be done by providing students with pictures of the changes in each landmark as well as providing opportunities for students to read about these places then as well as now.

 Another helpful idea would be inviting someone from these landmarks into the classroom and allowing them to share their communities with the students. Students will gain a significant amount of information and knowledge from listening to this information from someone who has actually been there or is still living there and has stories to share regarding the changes. It might also help to have pictures to show students as the stories are told aloud.

**d) Big Ideas:**

-Communities change in many ways all of the time. A community is always changing.

-Communities and neighborhoods can change naturally over time or as a result of citizens.

-Anyone can help make these changes. (There is not just one person or age restriction.)

-Communities can become smaller or bigger for many different reasons.

-People change their homes as their needs change. (Families get bigger, etc.)

-Our own communities have changed and are still changing each day.

-People change so their communities also change. The people change the communities.

**e) Key Concepts:**

-Community: People who live in the same area.

-Citizens: A resident of a town or city; a member of a state.

-Suburb: the out edge of a larger town or city

-Rural: associated with the country

-Shelter: place of protection from danger or weather

-Wants: Things you can live without

-Communication: The act of exchanging information

-Needs: requirements; necessities

-Urban: of, relating to, or located within a city

-Neighborhood: a distinctive area, or the people who live there

**f). Rationale:**

Students are being taught about communities and how they change because it is important for students to know where they live as well as how their surroundings change things around them change as well. It is important for students to understand the changes and see how the changes can bring good things to the citizens and businesses in their community. It is also important for students to understand that there is not an age regulation on changing a community and that they can help change their community for the better by coming up with ways to change it. It is key for students to know that their voice matters, especially when it has to do with where they live and the people they live near. This understanding helps students become good citizens in their communities and strengthens their ability to be good citizens for the rest of their lives.

**g). Unit Objectives:**

1.) Identify common features of given communities.

2.) Demonstrate new understanding of communities in a group drawing activity.

3.) Describe how people add to and change their homes as their needs change.

4.) Identify factors that cause a community to grow.

5.) Explain reasons communities get smaller.

6.) List ways people help their communities.

7.) Identify changes in your own community and why those changes came about.

8.) Locate your community on a U.S. map and explain that the country is made up of many communities.

9.) Identify reasons for social interaction among people in various communities.

10.) Name unusual features of our community that could be shared with other communities.

**i). Grade Level Content Expectations (social studies and science)/Common Core State Standards (for literacy/math):**

- Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population). (Michigan Grade Level Content Expectations, 2-H2.0.4)

-Compare the physical and human characteristics of the local community with those of another community. (Michigan Grade Level Content Expectations, 2-G2.0.1)

-Describe how the local community is part of a larger region (e.g., county, metropolitan area, state). (Michigan Grade Level Content Expectations, 2-G2.0.2)

-Describe land use in the community (e.g., where people live, where services are provided, where products are made). (Michigan Grade Level Content Expectations, 2-G4.O.1)

-Describe the means people create for moving people, goods, and ideas within the local community. (Michigan Grade Level Content Expectations, 2-G4.0.2)

- Describe positive and negative consequences of changing the physical environment of the local community. (Michigan Grade Level Content Expectations, 2-G5.0.2)

- Identify businesses in the local community. (Michigan Grade Level Content Expectations, 2-E1.0.2)

- Participate in projects to help or inform others. (Michigan Grade Level Content Expectations, 2-P4.2.2)

-Build on others’ talk in conversations by linking their comments to the remarks of others. (Common Core State Standards CCSS.ELA-Literacy.SL.2.1b)

-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (Common Core State Standards CCSS.ELA-Literacy.W.2.2)

- Recall information from experiences or gather information from provided sources to answer a question. (Common Core State Standards CCSS.ELA-Literacy.W.2.8)

**Part II: Resources (7 points)**

**a). Resources, Preparation/Materials:**

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| Materials for **whole class**: | Materials for **groups**: | Materials for **individual students**: (be sure to indicate how you are going to provide resources needed for any students with special needs) |
| * Social Studies Alive! My community big book
* Interactive student notebooks
* Student Handout 9.2
* Paper community from activity 9.2
* Large U.S. classroom map
* My Community DVD
* Read aloud books: *Communities, On The Town, Albert the Fix-it Man, The Berenstain Bears’ Moving Day, Our Park, Franklin’s Neighborhood, Do Skyscrapers Touch the Sky?*
 | * Student Handouts 9.4A and 9.4B
* Large sheets of drawing paper 5 1/2” x 18”
* Small rectangles of white drawing paper, 2 1/2” x 4”
* 5 sheets of unlined white paper
* Student handouts 14.2A -14.2C
* Student handout 14.2D
* Student handout 14.2E
* Student handout 14.3
 | * Large sheets of drawing paper (18” x 24”)
* Smaller sheets of drawing paper (12” x 18”)
* Crayons or markers
* Scissors
* Glue or tape
* Chart paper
* Paper strips 8 ½” x 2”; folded in thirds
* String
* Read to self books: *Communities, On The Town, Albert the Fix-it Man, The Berenstain Bears’ Moving Day, Our Park, Franklin’s Neighborhood, Do Skyscrapers Touch the Sky?, My Second Picture Dictionary, A first Dictionary, 26 Fairmount Avenue*
 |

**b). Annotated Bibliography:**

Berenstain, S. &. J. (1981). *The berenstain bears' moving day*. New York: Random House, Inc.

 This is a children’s book about the Berenstain Bears and their move to the tree house that they now live in. This story explains details of a community and things that can be found in a community. The content is exciting for young readers and is full of details that can be found in a community. The pictures show images of a community and of homes, which are found in a community. Some potential issues have to do with the fact that this story is fiction and isn’t telling a story about actual events or actual places to live. This item relates to my theme because it talks about what can be found in a community and why reasons for why people move.

Bower, B., & Lobdell, J. (2003). *Social studies alive! my community*. Palo Alto, CA: Teacher's Curriculum Institute.

 This is a curriculum used in the second grade classrooms in the Holt School District. It provides lessons and activities to do during the lesson on communities. This curriculum provides a teacher manual as well as a student book for the students to read from. This book is broken into sections and provides many different lessons regarding the community and how it changes. The pictures are relevant to the writing and provide pictures of individual terms used in the unit. This item relates to my theme because it provides material for the community unit.

DePaola, T. (1999). *26 fairmount avenue*. New York: Penguin Group.

 This is a story about a boy whose family is building a new house. This story provides a lot of different things that happen to Tomie as he waits for his new house to be built. It is for higher-level readers because it is in the form of a chapter book and it contains a lot of words. This is exciting for students who like to read longer stories and who enjoy reading about a child’s life. There are a few illustrations in the story but they are black and white photos without much detail. The photos are quick sketches of what is going on in the story. This item relates to my theme because it talks about a home being built in a community and provides situations that can occur in a community during a time of change.

Virginia, A. (1994). *Do skyscrapers touch the sky?*. Canada: Time Inc. Book Company.

 This is a story about questions and answers about the city. This story provides information about a city and what can be found in the city. This story also explains why you would go to the city or why you would want to go away from the city. It provides many illustrations of the city and shows details of things that happen or can be found in the city. This story provides a dinosaur for a character, which may cause some confusion about why it is a dinosaur if the city is real and dinosaurs are extinct but it is important to remember that this book is a work of fiction but provides facts about the city. This story relates to my theme because it shows a community and how the community can change. It also relates to the theme because it represents a different type of community.

Bourgeois, P., & Clark, B. (1999). *Franklin's neighborhood*. New York: P.B. Creations, Inc.

 This story is about Franklin the turtle and his neighborhood. It provides a story for children to enjoy while also teaching them about a neighborhood and what can be found in the neighborhood. The illustrations are bright and fun to look at and provide pictures of a neighborhood with details for children to see. This book can be confusing for children because it is a work of fiction, but the story itself provides great detail about what a neighborhood is and looks like. This story relates to the theme of my unit because it shows a neighborhood and how it is changing and this can be compared to a community.

Mayer, M. (2002). *Our park*. Columbus, OH: McGraw-Hill Children's Publishing.

 This is a story about the park and what can be done to make the park a better place. This story is for readers who are just beginning to read. It is a level 2 book for first readers because it is short and the words are made with big font. The illustrations are bright and colorful and provide a lot of detail about the story. It shows what a park is and what it looks like as well as how the park can be changed for the better. This book relates to my theme because it shows a place in the community and provides information about how to make a place in the community better.

Trumbauer, L. (2001). *Communities*. Mankato: Capstone Press.

 This is a book that provides information about communities. It talks about what a community is and what types of communities are in the world. The illustrations show what the different types of communities’ look like and what can be found in those type of communities. This story is for level B readers or readers who are in the early stages of reading. This story relates to my theme because it provides the terms and definitions as well as the explanations of the communities in the world and what they look like.

Caseley, J. (2002). *On the town*. China: Greenwillow Books.

 This story is about a boy named Charlie who goes on a community adventure with his mother. Charlie keeps a notebook of things and people that he finds in his community. This story is interesting for children because it provides accurate information about a community and shows children how they can explore their own community. The pictures in this story are very detailed and show the story in each picture. This story relates to my theme because it explores a community and shows children how to explore their own community.

Lord, J. (2008). *Albert the fix-it man*. Atlanta, GA: Peachtree Publishers.

 This story is about a man named Albert who goes around his community and helps people fix things that they need fixed. Albert goes to many different people in his community and fixes many different things. This story is filled with details about a community and things and people that can be found in a community. It provides illustrations of the story to help readers see what Albert sees on the job. This story relates to my theme because it shows what can be done in a community and the different types of jobs you can have in order to help your community become a better place.

Foresman, S. (1990). *My second picture dictionary*. Glenview, IL: Scott, Foresman and Company.

 This is a picture dictionary that is a resource for young children to look at. It provides definitions in a kid friendly way so that children can understand the meaning of particular words. Each page shows pictures of some of the terms that can be found on that page so that there are pictures along with terms and definitions. This book relates to my theme because it includes terms from the unit and provides easy definitions for each of the terms that the students will be learning during the unit.

Greisman, J., & Wittels, H. (1990). *A first dictionary* . New York: Golden Books Publishing Company, Inc.

 This is a dictionary that provides more definitions for terms found in the world. These words are the ones that will be found throughout a young child’s life as well as in their reading. This book provides kid friendly definitions for specific terms and on some pages there are pictures to show examples of particular words. This book relates to my theme because it includes words that will be talked about in the unit and gives definitions to explain these words.

Brophy, J., & Alleman, J. (2007). *Powerful social studies for elementary students*. (2nd ed.). Belmont, CA: Wadsworth, Cengage Learning.

 This is a textbook that is used in my own learning when learning how to teach Social Studies to elementary school students. This book provides lessons that can be looked at when teaching particular themes. On page 69 there is a lesson that explains shelter types in our community. This can be used during a community unit in order to build engagement for the students. This book is useful and helpful for my theme because it provides ways to look at themes and lessons in an engaging way for students.

Weinstein, C. (2011). *Elementary classroom management*. (5th ed.). New York: McGraw-Hill.

 This is a textbook used for teaching classroom management. It is a great resource for teachers because it provides ways to implement management in the classroom. This can be used during a lesson to set up successful whole group time, small group time, and individual work. This book relates to my theme because it helps make my unit successful by providing management strategies to use in the classroom.

Stone House Productions. (Producer) (2006). *What is a community?* [DVD].

 This is a DVD that is about the meaning of a community. It is a 15 minute film that explains what a community is and what you can find in a community. It also talks about the different types of communities in the world. This DVD is a great source to show during class to help students understand what a community is. This relates to my theme because it explains the main concepts of the unit.

**Part III: Knowing Your Students and their Prior Knowledge (10 points)**

**a). Student knowledge and interests.**

Students have not learned much about social studies this year. We spend the majority of your class time doing Reading Street and Everyday Mathematics so our time is very limited. Students have been introduced to communities during Reading Street so they are not going into this unit completely lost but they will be learning this information for the first time in this depth. Reading Street takes up our entire morning so the students are seeing and doing a lot of reading and writing. This is good because they are already familiar with these types of lessons so integrating Literacy into Social Studies will not be a problem. The other good thing is that during this unit, students will be learning about a similar topic in Reading Street so the two can be learned together in a way to deepen the students’ understanding with communities and how they change. Their writing will also be in the same format that we do writing now only the prompt will have to do with their own communities and how they can change for the better.

Looking at the pre-assessment administered to students, I found that students know

**b). Linguistic, social and academic challenges, resources and supports:**

There are a few accommodations I will make for students in the class. For the students who struggle with reading and writing I will have my mentor teacher or myself work with them more one on one so they can have more guidance through the lessons and their work. I will also be sharing the lessons with our pull out teachers so they can work on key concepts/terms with the students while they are in those classes during the day. I will also be using a lot of visuals for these students so that they can follow the lessons and hopefully understand them easier if they see what I am saying rather than having to read it or write it on their own.

 For the quicker students in my class who fly through their work, I will have an assortment of community books for them to read so they can go to read to self while also reading about the topic we are discussing at that time of the day. I will also provide more worksheets/activities for students to do if they finish their work early. These type of accommodations are important so that the quicker children can still do work related to the task but also have work to do when they are done with their original work and the other students are still working. For the shy or quiet children I will be providing more small group work so that they can talk on a more comfortable level. The class does not do a lot of small group work so I will be working on implementing this into the classroom during my unit teaching. I think this will be good for the students because they will be able to practice a new strategy in the classroom as well as get the opportunity to share their ideas more frequently and in a more comfortable way than in a whole group setting.

**Part IV: Overview of Lessons and Assessments (19 points)**

**a) Narrative Overview: Provide an overview for EACH of the ten to twelve (or more) lessons in your unit.**

**-Lesson 1:** This lesson will be the first lesson of the unit. I will introduce what a community is and we will be reading an informational text about communities. We will discuss what we already know about communities and we will then further our understanding of communities from the story we will read. We will discuss the different types of communities there are and we will look at what sets each community apart from the others. We will then be writing down our own type of community in our notebooks.

**-Lesson 2:** This lesson will be a vocabulary practice lesson. Students will work together to play a vocabulary game with vocabulary words like community, citizen, rural, suburban, etc. This lesson will help further the vocabulary understanding so that students can have a complete foundation and understanding of the unit and what the unit is going to be about. The vocabulary game will be shown on the Smart Board and it is interactive so the students can participate in an engaged and fun way.

**-Lesson 3:** In this lesson we will talk about how communities change. In this lesson we will talk about how people change their homes to meet their changing needs. I will tell the students a story about a house. I will explain that a mother, a father, and two children live in this house. I will then tell the students that the family is about to change. I will tell the students their job is to hear how the home is going to change and then come up with ideas to help change the home to help these changes. I will then give different changes of the family and the students will come up with changes we can make to the house. I will write these on the Smart Board for everyone to see.

**-Lesson 4**: We will read a story about a city and the changes it has made in the last few years. This would be a great place to bring in primary sources if you have the time/inclination—old photos are a real win because everyone notices something different and there is a LOT to talk about. We will then brainstorm some ideas that might make a community change. We will then brainstorm ideas about how different types of communities may change. For example, what might change about a rural area that might not change in a suburban area? I will write the ideas we come up with on the Smart Board for everyone to see. We will add to this list until we cannot come up with anything else to add

**-Lesson 5:** In this lesson we will talk about how a community gets bigger. We will look at reasons for why a community needs to get bigger, maybe new jobs or new buildings are created. We will then talk about transportation. I will explain to students that when new people come to the community to work, some of them have to travel a long way to their jobs. We will talk about different ways people may get to work. We will then create our own communities adding these new additions to our communities to show how a community can change.

**-Lesson 6:** In this lesson students will be put into groups and work on their own communities. I will give each group a community picture and a scrap piece of paper. Their job will be to work with their group members to read a story about changes in a community (I will provide each group with these stories and each story will be different.) The groups will need to discuss the kinds of buildings or places they should add to their communities to help the people in their story. Students will then draw and label each change onto their community. If groups are struggling to think of some ideas I will provide some examples for them to think about.

**-Lesson 7:** In this lesson students will learn about why communities get smaller. We will discuss why people move out of a community and what might happen to the buildings they leave empty. Students will look back at their communities and listen to a scenario where something leaves their community. They will be told that a lot of their buildings have now closed. As a class we will decide what to do when a community gets smaller and talk about ways we can help the community, as it gets smaller.

**-Lesson 8:** In this lesson students will create a plan to help a community. Students will receive a large piece of drawing paper and then fold in into 8 sections and give each section and number from 1 to 8. I will show students pictures of buildings that have been neglected. I will ask students to think reasons for what as happened to these buildings. I will then explain to students that some people really care about their communities. I will explain how people help fix and clean up their communities and I will ask students to come up with ways that the communities could be fixed up. I will then put students into groups and they will work with their group members to decide what to do with each building. They will write these decisions down to share with the rest of the class.

**-Lesson 9:** In this lesson students will continue to work on fixing up their communities. They will pick two buildings they would like to fix and draw how they would fix those buildings. They will place these drawings on their folded piece of drawing paper. Once they have two buildings fixed up, they will come up with more changes they will do to fix 6 other things in their communities. They will place their new drawings on the remaining sections of their papers.

**-Lesson 10:** In this lesson we will be wrapping up our unit of communities and how they change. We will discuss places in our own communities that have changed. Students will then brainstorm as a class ways they would like to fix or change their community to make it better. They will then go back to their seats and make a drawing of this change. They will then write out what they changed and why they thought this should be fixed or changed in their community. They will then turn this in when they are finished. With time strains, these will not be able to go anywhere else, however, in the future, I hope to take this lesson deeper and involve community members so that students can see the importance and purpose of the material they are working with.

**b)****Assessments:** *Construct a bulleted list of assessment tasks that assess each of the unit objectives (write the unit objective in parentheses after the task). There should be at least four and no more than eight assessment tasks, and should cover a range of forms including quizzes/tests; performance tasks; conforming writing; divergent writing; and one culminating (end-of-unit) assessment. The culminating assessment task should have a scoring rubric.* **5 points.**

* Visual discovery activity to learn about the features, advantages, and disadvantages of urban, suburban, and rural communities (Objectives 1, 4, 5)
* Create a plan to make a neighborhood better. (Objectives 2, 6, 7)
* Assessment (Objectives 1, 3, 4, 5) (traditional test)
* Play a game to reinforce the concepts of communities and citizens (Objectives 1, 6, 10)
* Assessment (Objectives 1, 6, 10) (traditional test)
* Experimental exercise to discover the economic interdependence of communities by exchanging product cards (Objectives 1, 9, 10)
* Assessment (Objectives 1, 8, 9, 10)

***NOTE: The scoring rubric and example of the final assessment is not available online but I can turn this in if you would like a copy of it.***

**c) Out-of-school learning: opportunities to expand and enrich the curriculum outside of class (home assignment):** *Two paragraphs describing how students will apply what they learn in the school to out-of-school settings? What tasks or assignments will you give to students to complete outside of school? You can write opportunity per lesson, or you can write several to cover the entire unit.* **5 points.**

 For things to do at home students will be sent home with activities to complete that have to do with communities. Some of the activities will be drawing things or worksheets and other things will have to do with asking questions about their communities and coming up with ideas that have changed in their communities and why. The final type of activity that students will be asked to do at home is write some short quick writes about their community or a community we talked about in class and then respond to a question or prompt given to them.

Most of the homework that is sent home will have a due date of more than one day so the students can put plenty of time and thought into each assignment and can use the grown ups at home as a resource for helping them with the activities.

 Students will not have a lot to do at home because many of the students do not have a chance to use a grown up at home as a resource and as we have found so far this year, there are a number of students that rarely do their homework and return it to school. Since we know that homework is not very successful and there are several reasons and factors for this, we choose to do most of the main work at school so that we can see what students are struggling with certain things and we can work with them at that time. It also makes it easier for us to see what the students know because they turn in the stuff we do in class so we are able to get a collection of student work from each child. For home opportunities however, I will be asking for parents or other adults to help strengthen their child’s understanding of a community by taking them on a walk around their town or neighborhood and looking at what is there and what they might change if they could. I would also encourage students to go beyond the “what” and move on to the why so they can practice using evidence with their thinking.

**Part V: Individual Lesson Plans (18 points – 6 points per lesson)**

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| ***Outline for a Daily Lesson Plan******Teacher: Miranda Cooley Lesson date: 2/25/13******Overall lesson topic/title:*** Communities***MI GLCEs for this lesson:***-Compare the physical and human characteristics of the local community with those of another community. (Michigan Grade Level Content Expectations, 2-G2.0.1)***CCSS for this lesson:***-Build on others’ talk in conversations by linking their comments to the remarks of others. (Common Core State Standards CCSS.ELA-Literacy.SL.2.1b)-Recall information from experiences or gather information from provided sources to answer a question. (Common Core State Standards CCSS.ELA-Literacy.W.2.8)***Objectives:***1.) Identify common features of different communities.***Big Ideas:****-*Communities change in many ways all of the time. A community is always changing.***Materials & supplies needed:******-SmartBoard******-Communities (the book)******-Notebooks******-Pencils*** |
| ***Procedures and approximate time allocated for each event*** *•* ***Introduction to the lesson:*** *To introduce this lesson I will begin by saying, “Ladies and Gentlemen, for the next couple of weeks we are going to be learning about communities and what makes a community change. In order to figure out how a community changes, we first must find out what a community is and what the different types of communities are. We are going to do this in a few different ways. Today we are going to read some stories that will help us learn about communities.” (5 minutes)**•* ***OUTLINE of activities******during the lesson:****After I introduce today’s activity I will ask the students questions about what they already know about a community. They will need to think about our reading street lessons where we have discussed communities and then they will need to think about where they have heard the word community before. Students will be given a few minutes to brainstorm some thinking and then they will be able to share with a partner so that everyone gets a chance to speak. Then we will come back together as a whole class and I will pull sticks to let a few of the students share what they know about a community.* *Students will hopefully say things like, “Our school has a community” and “We live in a community.” Some students may make connections to reading street and talk about stories that they read during previous weeks and videos or songs that they have experienced during the lessons. (10-15 minutes)**After we have discussed what we already know about communities I will read a story called “Communities” aloud to the class. I will show them the pictures and let them look at each picture to help them identify specific types of communities. (Ex. Urban, Suburban, Rural) (10 minutes)**After the read aloud, students will discuss what they learned from the story. They will identify things that they already knew and things that they did not know until they heard the story. They will make connections from the story to their own lives to help them understand a community and the different types of communities. (10 minutes)****• Closing summary for the lesson****:**To close up the lesson I will remind students what we will be talking about in the next couple of weeks. I will tell students that we will be taking a closer look at communities and learn about how communities change. I will then tell remind students what a community is and the different types of communities there are. (3-4 minutes)* | ***Academic, Social and Linguistic Support during each event****):**For the students that have a hard time, sharing their ideas I will help guide them through their thinking. I will also help them with figuring out which type of community they live in by asking them questions about their communities to help them see connections between the types of communities.*  |
| ***Basis for assessment:****Students will then write in their notebooks a one-sentence response finishing this sentence: I live in a community known as a \_\_\_\_\_\_\_\_\_\_\_ (Students will need to finish or complete this sentence using one of the concepts or types of communities we learned about earlier). I will write this statement up on the board in case students need help writing their response. (3 minutes)* | Academic, Social, and Linguistic Support during assessment*I will help students that need extra support by having my MT help work one-on-one with them and guide their thinking for their response in their notebook.* |

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| ***Date: 2/26/2013******Overall lesson topic/title Duration of time:***Communities***Objectives for today’s lesson:***Describe how people add to and change their homes as their needs change.**MI GLCEs:**--Describe land use in the community (e.g., where people live, where services are provided, where products are made). (Michigan Grade Level Content Expectations, 2-G4.O.1)***CCSS for this lesson:**** Recall information from experiences or gather information from provided sources to answer a question. (Common Core State Standards CCSS.ELA-Literacy.W.2.8)

-Build on others’ talk in conversations by linking their comments to the remarks of others. (Common Core State Standards CCSS.ELA-Literacy.SL.2.1b)***Materials & supplies needed:***-Smart board-Popsicle sticks  |
| ***Procedures and approximate time allocated for each event*** **LAUNCH (“BEFORE”)** *(5 minutes)* I will start the lesson by reminding students that we are talking about communities. I will take volunteers to share what they now know about a community and what exactly a community is. I will then explain to students that today we will look at a house and talk about and look at the changes that can be made to a home when the family living in the home changes. I will have students sit at their spots on carpet and we will work as a whole class to come up with changes of a home to understand how changes may take place. **EXPLORE (“DURING”)**  *(20-25 minutes)* I will start by drawing a house on the smart board. I will tell the students that the Harrisons live here. I will tell students that there is a mom (and then I will draw a girl) a dad, (then draw dad) and a little boy named Timmy (and then I will draw Timmy). I will ask students how many bedrooms there may be in the house. I will then pull a popsicle stick and ask the student what they think. I will then pull another stick and get their idea. I will then tell students that yes, there are two bedrooms. Mom and dad have a bedroom (and then I will draw a window) and Timmy has a bedroom (and then I will draw Timmy’s window). I will tell the students that the family is going to be making some changes. I will tell them that mom shared with the family that they are going to have a new addition in the family. She is going to have a baby. Timmy is going to be getting a baby sister named Lily. I will then ask what we will need to do to make our house to prepare for Lily’s arrival. I will pull two popsicle sticks and hear two ideas of changes. My hope is that students will say we need to add another bedroom so that Lily has a room. I will then add another window to the house. I will demonstrate how the house may have to get bigger so that we can build another bedroom. If students say that the Harrisons could move I will say, “Yes, the Harrisons could move but they really love their house and they do not want to move. What could we do to allow the Harrison’s to stay in their house but fit everyone in the family?” The next change that the students will hear is that dad brings home a puppy. That puppy is a golden retriever and grows very quickly into a really big dog. I will tell the students that mom does not want Rover to live in the house. I will ask students what we could do to help Rover. I expect students to say that we could build a doghouse for Rover to sleep in. I will remind students that we do not want Rover to get hit by a car. I expect students to say we can build a fence around the yard, with the doghouse inside the fence to keep Rover from running into the road and to keep him safe while he explores the yard. The next change is that Timmy wants to play outside but his mom has a lot of cleaning to do so she cannot go out. What can be done to give Timmy a way to play outside while his mom cleans? I expect students to say we can put a swing set in the yard inside the fence so that Timmy can play outside and he will be safe in the yard. I also hope students say that there is a kitchen window that Timmy’s mom can watch him through while she is cleaning. The final change I will tell the students about is that the Johnson’s want to move into the neighborhood. They want to live next door to the Harrison’s but there is just a big yard next door and no house. What can be done so that the Johnson’s can live next door? My expectations are that the students will say they can build a house (which I will draw next to the Harrison’s house on the board). **SUMMARIZE (“AFTER”)** *(3-5 minutes)*To wrap up the lesson I will ask students to look at the picture that was drawn. I will have them think back to how it looked when we first started and then have them compare it to what the final picture looks like. I will have students share with partners their thinking and what they see while I listen to students conversations and listen for students to say things like, “The house got bigger, the house changed for the better, The family changed so the house had to change too.” | ***Academic, Social and Linguistic Support during each event for my focus students****:**For my students who struggle, I will be modeling the lesson and asking questions that I can ask them to help make sure they are listening and understanding what we are doing.* *I will talk slowly and do a lot of repeating so that students hear the main concepts and material over and over.* |
| ***Assessment:***I will have students write in their journals and write two ideas about the lesson and write two things they saw that changed with the house and why.  | Academic, Social, and Linguistic Support during assessment |

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| ***Date: 2/27/2013******Overall lesson topic/title Duration of time:***Communities***Objectives for today’s lesson:***-Demonstrate new understanding of communities in a group drawing activity.***-*** Identify factors that cause a community to grow.-Explain reasons communities get smaller.-List ways people help their communities.**MI GLCEs:**-Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population). (Michigan Grade Level Content Expectations, 2-H2.0.4)-Describe land use in the community (e.g., where people live, where services are provided, where products are made). (Michigan Grade Level Content Expectations, 2-G4.O.1)***CCSS for this lesson:***-Build on others’ talk in conversations by linking their comments to the remarks of others. (Common Core State Standards CCSS.ELA-Literacy.SL.2.1b)- Recall information from experiences or gather information from provided sources to answer a question. (Common Core State Standards CCSS.ELA-Literacy.W.2.8)***Materials & supplies needed:***-Smart board-Pencils-Blue strips of paper-Packet with community -Envelope with scenarios-Glue-Crayons  |
| ***Procedures and approximate time allocated for each event*** **LAUNCH (“BEFORE”)** *(5-10 minutes)* To start this lesson I will ask students to remind the rest of us what we did yesterday in Social Studies. Students will raise their hands to be called on and when they are called on they will say that we talked about a house and we made changes to the house when the family that lived in the house changed. Another student will give a couple of examples of the changes we made and then another student will share why we made the changes. I will tell students that today we will work with our table groups to look at buildings in a community and decide how to change the buildings to make them better.**EXPLORE (“DURING”)**  *(20-25 minutes)* I will have students sit at their tables and work with their two other table members to decide what to do with 8 buildings that are part of a given community. I will give each group a packet. Inside the packet will be a community with 8 buildings on it. All of these buildings are run down and look really bad. The groups will have to decide whether to fix up the building or tear it down. Students will then find a notecard in their packet and they will have to write what they decide to do with each building and why. If a group decides to tear down a building they will have to write that and then write what they would put in that spot to replace the building. If the groups decide to fix a building they will write that down and then write what they will do to fix the building. (Take off the wood covering the windows and put in glass, paint the house, fix the siding, etc.) After the groups have decided and wrote everything they could for each building, the students will then find a blank community in their packet and they will draw and color the new buildings onto it. Students will then put their names on their packet so they can turn it in at the end. Students will not be told what job to do but they will have to decide this among themselves so that they can practice delegating jobs and working together as a group. **SUMMARIZE (“AFTER”)** *(How will I structure the whole group discussion? How will I facilitate the sharing of strategies? How will I help students listen actively to each other? How will I help them make connections to prior lessons or prepare for future experiences? How will I summarize the main ideas of the lesson? How will I bring closure to the lesson and help children reflect on their experiences? What kind of feedback do I want from them at this time?)* *(\_\_\_ minutes)*After all of the groups have finished their work I will have the class sit with their group members on the carpet and I will let each group share what they decided to do with their buildings. I will let others ask questions about their thinking if they have any.I will then ask students what they thought was the most difficult part of this activity. I will then ask students to share what they learned about this lesson. My expectations are that students will say it was hard to work with a group at first but got easier as they got working. I also expect students to say that they learned how to work together to make changes that were best for a community. I will then collect each packet so that I can look at the work with my MT.  | ***Academic, Social and Linguistic Support during each event for my focus students****:**I will walk around and stop at students who are struggling. I will ask them follow up questions about what they are talking about in their groups and ask them what they want to do with a building and why. I will continue to walk around the room so that I am available for students to ask me questions or ask for help if it is needed.* |
| ***Assessment:***Students will write in their journal about the activity. They will write 3 things that they talked about in their groups and one thing they are still wondering about regarding the lesson. | Academic, Social, and Linguistic Support during assessment |

**Part VI: Post-Teaching Reflection (11 points)**

**Reflection**: **Part 1:**

After looking back at students summative assessment, their writing, and of their group work from the activities we did, I found that students learned a lot of different skills as well as knowledge and values throughout my Social Studies unit. I found that students were able to use concepts that they learned throughout the unit and used these concepts in their writing. For the writing, students were asked to think about something in their community that they would like to change, why they wanted to change it, and what they could do in order to make this change. Students wrote about specific pieces of their community and talked about how they would work with others in order to make a positive change.

 Throughout the unit students learned about communities and the different types of communities there are. Students learned about rural, suburban and rural land and they talked about what type of community they live in. This was assessed in the beginning of each lesson and students shared their thinking about each type of community in different ways. One day we shared aloud and other days we shared with our partner sitting next to us. During these times I was able to walk around to each partner group and listen to the conversations they were having together. Students learned about communities getting bigger and the causes for the growth as well as why communities get smaller and the reasons for this. Students used this knowledge to help them with the activities we did during the lessons of the unit.

 Students began this unit without ever have been exposed a lot to group or partner work. The majority of the activities we did in class during Social Studies had to do with partner or group work. This was challenging at first because students were not as familiar with this idea but after practice and modeling, students did a great job work in teams to create the best project they could. They did an even better job sharing what they did and found to the rest of the class. One student said, “Can we do Social Studies today? It is really fun to do!”

 When it came to brainstorming ideas for changes students would like to make in their community, one student said, “I want a community garden.” I then pushed him further and asked him, “Why would you like to have a community garden?” He then replied, “I think that everybody should have a place to plant things. I want people to be able to have fresh veggies and I think everybody should have a place to plant the things they like.” I then pushed his thinking even further and asked him what he would do in order to get a community garden. He stated, “I think I will make a petition first. This will help me get a garden in the community because I will be able to find even more people that think this is a great idea!” I thought this was a great conversation because it shows the concepts that the students had been working with, in this case, petition and community, and showed the thought process as to what they wanted and why as well as how they would go about making this happen.

 I think students did a good job listening to the lessons and gaining knowledge based upon the material they were working with. I think that having more hands-on activities aloud more students to become engaged with the lessons and pushed them to participate, which led them to much better learning. A great example of this was when students were working with their group members and working on an activity that consisted of writing, drawing, reading and then coloring and sharing aloud. The student that was labeled LD this year took initiative and did all of the writing for his group. I found this fascinating and I found this information helpful because it showed that even the struggling students were able to be confident in their learning and participate with others successfully.

**Part 2:**

Before I started the unit I expected students struggle with partner and group work since they have not been exposed to it very much this year. I expected students to struggle with discussions since they are so young and I expected students to have a lot of misconceptions regarding the changes in the community. I thought that students would assume that all communities are the same and that they do the same things.

 As predicted, students struggled at first with partner and group work. While this was a weakness at first, with practice students became very good at working together and discussing their thinking aloud with others. Students did not however have a lot of misconceptions. Since the material was quite new to students, the idea of a community was new and once they had the foundation laid out on the meaning of a community, they picked up on the other material quickly. Some of the biggest strengths of the unit came up when the students were given open-ended tasks and activities and had to work with their group members to come up with patterns and ideas that led them to concepts and terms that I wanted them to understand before they knew what it really was.

 Students were very strong with their groups and even the students that usually struggle throughout the day enjoyed the lessons and gained a lot of knowledge and skills from each lesson. These struggling students also learned how to work with others for a purpose and this led to them going out of their comfort zones and doing things you do not usually see them do in the classroom. Some of these skills included talking or sharing ideas, writing for a purpose and in some cases, reading.

 After each lesson my mentor teacher did a great job talking to me about the lessons and giving me great feedback. My mentor teacher was also able to observe throughout the unit so she was able to see things from students that I sometimes did not see. There was a lot of sharing what I saw and noticed and what she saw and noticed and we then talked about these things in a deeper way in order to benefit the students. If students were struggling with something I was able to talk to my MT and she would give me suggestions on what she would do to help them or she would ask me what I think would work and then would give feedback on what I would think.

 Looking back at the curriculum I found that the ideas and concepts were in the unit but that it needed a lot of fixing in order to make it fit my students. I felt that more hands-on activities would be more engaging for students and would help them learn differently than they are used too. I also thought that by changing the lessons from the Battle Creek program but still focusing on the GLCE’s and Common Core I was able to teach the right concepts but in a more fun and engaging way for students.

 Examples of this was when I did my community changing activity where students needed to look at eight buildings and work with their group members to decide what to do with those buildings and why. This was a lesson that was in the program but I modified the lesson so that students were working with groups and were able to share their final project to the rest of the class. This opened up a lot of discussion with students because many of the groups did different things for each building and when students backed up their thinking with reasoning, other groups were able to see that there can be more than one way of doing things and that there is not always a right answer. This helped develop the concepts of change and communities that change and why. This lesson helped strengthen the students knowledge of community and reflected positively with their writing at the end of the unit where they wrote about something they wanted to change in their own community and why as well as what they would do to get that change.

**b) Mentor Teacher/Field Instructor Evaluation:**

Mentor Teacher/Field Instructor FEEDBACK FORM for Social Studies Teaching

Name(s) of Intern: Miranda Cooley

Mentor Teacher: Lisa Webster School: Dimondale Elementary Grade: 2

Field Instructor: Judy Oesterle Date: May 1, 2013

MENTOR TEACHERS: Please complete this feedback form for the unit that your intern plans and teaches in your classroom. If you prefer to type your comments, please ask your intern to email you an electronic copy of the feedback form.

1. General strengths of the unit (content, activities, active student involvement, management, etc.):

The strengths of this unit included group instruction, student group work (including well managed small group work) and appropriate Social Studies content.

1. Feedback about intern’s preparation and planning for the unit:

Miranda spent a great deal of time preparing this unit. She searched out books from the classroom library as well as the school library. Miranda also searched the Internet to find resources to help teach this unit. She then integrated everything with our Social Studies curriculum.

1. Suggestions for improvement regarding the social studies content, practices, activities, showing the connectedness and usefulness of the content:

I suggested to Miranda that it would benefit the students to recap at the beginning of each lesson what the students did in the previous lesson to get them thinking about concepts that they had already heard. I also suggested to Miranda that it would be beneficial to make groups strategically so that the struggling students would be with high-level learners so there was a mix. (However, their table groups seemed to work really well after the students got the hang of group work.)

1. Feedback regarding if/how the unit connects to students’ backgrounds and builds on students’ prior knowledge:

Our reading program, Reading Street, taught about communities in the beginning of the year, and Miranda’s unit built on that knowledge.

1. Reflect on one of the lessons the intern taught. Feedback regarding the social studies content taught. What did students learn, and how do you know they learned it?

In Miranda’s lesson focusing on improving communities, they discussed what could be done and then the students discussed what could be done and then they worked on a group activity looking at buildings and then deciding how they could be improved, changed or if they should be torn down.

1. Reflect on one of the lessons the intern taught. Feedback regarding intern’s classroom management (as well as timing, pacing, wait time, etc.)

During the lesson, Miranda monitored the group work and she kept everyone on task. She spent extra time with groups that needed extra support.

1. Reflect on one of the lessons the intern taught. Feedback regarding intern’s attention to supporting students with special needs:

One of Miranda’s strengths was supporting at risk students. She monitored them closely, frequently, checking for understanding.

1. Other comments, reactions, questions:

This unit was well planned and well executed.