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Course: EDU 509 Date: November 29, 2018

Grade: 3 Topic: Which Community is the happiest? Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After learning about Buncee and how to make a slide, *students will use the information in diverse media format* by making a Buncee slide on which community they think is the happiest and making a *Flipgrid with their reasons*. Students will include a relevant picture, a relevant sentence expressing their reasoning and an animation and have a sound reason for their community choice on *Flipgrid*.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards (Frameworks)**

**Key Idea:**

**Individual Development and Cultural Identity**

2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

 2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

 2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.

**Indicator:** *This will be evident when the students create a Buncee slide.*

**National Social Studies Standards and Themes**

*III,* People, Places, & Environments

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:.

**Indicator:** *This will be evident when students experiences that provide for the study of*

*People, places, and environments,*

**NCSS C3 Inquiry Arc**

Dimension 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings

**Indicator:** *This will be evident when the students learn and predict differences in happiness.*

**Social Studies Practices: Habits of Mind**

**Geographic Reasoning**

**Indicator:** *This will be evident when students make predictions about another region’s happiness and discuss what makes them happy.*

**Common Core ELA Standards**

**Key Ideas and Details**

1. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Indicator:** *This will be evident when the students engage in a range of conversations and collaborations in retelling the story.*

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**INSTRUCTIONAL RESOURCES**

* SMART Board
* Chrome books
* Example of Buncee slide
* Flipgrid Cite

**MOTIVATION**

The students will become engaged by seeing the teachers Buncee slide and how to create one on their own.

**DEVELOPMENTAL PROCEDURES**

1. 1. Teacher will put up a Buncee slide of where they live and which place they choose is their happiest in their opinion. *(What do you see? What does this look like?)*
2. Students will visually understand what a Buncee slide looks like before learning how to create one. *(How can this help us learn a different way?)*
3. Students will receive a chrome book and create a Buncee log in.
4. Students will “create new” Buncee after signing up.
5. Students will press the “Edit” button to choose a background, images, animations and text.
6. Once students are knowledgeable on how to create a Buncee slide on a rural, urban or suburban community, which they believe is the happiest, and why they chose it. *(Which community do you believe is the happiest? Why do you believe the choice you made is the happiest?)*
7. Students will be assessed on a Flip Grid expressing which community they choose is happiest and why they chose that.

**INSTRUCTIONAL STRATEGIES**

**Direct Instruction** (explicit presentation of information)

**Indicator:** This will be evident when the teacher visualizes the Buncee slide and show the students how to create one.

**Modeling** (providing support and moving students toward greater independence)

**Indicator:** This will be evident when the teacher models the Buncee slide and show step by step how to create a slide.

**Independent Practice**

 **Indicator:** This will be evident when students create their own Buncee slide independently.

**ADAPTATIONS**

* The student who is an English language learner will be paired with an English-speaking student during creating a Buncee slide.
* The student with fine motor skills impairment will complete finger aerobic exercises before working on assignment. Student will be able to do touch-typing if needed.

**DIFFERENTIATION OF INSTRUCTION**

* For the struggling students, individualized assistance by the teacher will be provided as needed.
* For the bodily-kinesthetic learners, seating will be available on the floor to allow for movement as they complete their Buncee slide.

**ASSESSMENT**

* Informal: The teacher will observe the students as they participate in creating Buncee slide.
* Formal: Students will complete Buncee slide on the community they chose and the presentation of it.

**INDEPENDENT PRACTICES**

* For homework, the students will go onto Flip Grid and video themselves explaining which community they believe is the happiest and why. Students will have to comment on two classmates either agreeing or disagreeing with their response.

**DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

* Students who did not meet the objectives will work together with the teacher to go over step by step how to create a Buncee slide.

Academic Enrichment

* Students who meet the objectives will be challenged to add more animations or creations to the Buncee slide with 2 or more facts.

**REFERENCES**

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy, (n.d.). Retrieved April 4, 2018, from

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New York State K-8 Social Studies Framework, (n.d.). Retrieved April 4, 2018, from

 http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf