**Molloy College**

**Division of Education**

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Course: EDU 509 Date: December, 2018

Grade: 2 Topic: Rural, Urban Suburban Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

Students will integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally of a Suburban Community. Students will be able to generate two positives and two negatives to write on Sticky Notes and post onto a Pro’s and Con’s chart. Student’s will include three relevant accurate facts out of four.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea:**

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

* **Indicator:** *This will be evident when students are asked to draw a picture of a modification done in Suburban communities to meet their needs.*

**Key Idea:**

2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.

* **Indicator:** *This will be evident when students go on a “Bus Tour” of Suburban communities and see the various different housing, transportation systems, schools, marketplaces, and recreation areas.*

**National Social Studies Standards and Themes**

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

- describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;

- examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;

* **Indicator:** *This will be evident when students are asked to draw a picture of a modification done in Suburban communities to meet their needs, and then give a description on what needs are being met (how or why?)*

**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 students engage with each other to explain the modification they chose, and asked to share two positives and two negatives with one another and post it to a pro’s and con’s chart.*

**Common Core ELA Standards**

CCSS.ELA-LITERACY.SL.3.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

* **Indicator:** *This will be evident when students work collaboratively sharing their own ideas and listening to the ideas of peers.*

CCSS.ELA-LITERACY.SL.3.2

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

* **Indicator:** *This will be evident when students go on the “Bus Tour” of the Suburban community and hold up a “happy” or “sad” face when they like or dislike something they see.*

**Social Studies Practices: Habits of Mind**

**D. Geographic Reasoning**

5. Describe how human activities alter places and regions in the Western Hemisphere.

* **Indicator:** *This will be evident when students are asked to discuss why and how humans modified and altered their communities to fit their needs.*

**INSTRUCTIONAL RESOURCES**

* Bus tickets
* Google Slide presentation of Suburban Community
* Happy and Sad faces on popsicle sticks
* Worksheet
* Crayons
* Markers
* Pro’s and Con’s Chart
* Sticky Note Pad

**MOTIVATION**

* Students will be motivated when they see Bus Tickets to go on a “Bus Tour” around a Suburban Community. The teacher will act as a Bus tour guide and the student’s will be motivated to learn about Suburban Communities.

**DEVELOPMENTAL PROCEDURES**

* Students will be asked to hand in their bus tickets to get on the bus and go for a Bus Tour around a Suburban Community.
* Students will participate in a bus tour of a Suburban Community. They will put up happy or sad faces as each slide goes to determine if they like or dislike what they see throughout the tour.
* Students will then get a worksheet and be asked to draw a picture of a modification done by people to their environment to suit their wants and needs.
* Students will then write a sentence or two of what needs and wants are being met from this modification and why or how?
* Students will then get with an assigned partner and share their ideas with one another.
* Students will then receive four sticky notes to write two positives and two negatives living in a suburban community. They will then post their sticky notes on a pro’s and con’s chart.
* Students will then be asked to do a gallery walk from each chart and compare their ideas with the other student’s in the class.
* As an exit ticket student’s will circle yes or no if they would want to live in a Suburban Community or not.
* Students then for homework will be asked to write three sentences on if they believe they live in a Suburban community, and if they would want to live in a suburban community. Why or why not?

**INSTRUCTIONAL STRATEGIES**

* **Demonstration:** This will be evident when then teacher guides the students on the bus tour and students draw a picture of something they saw throughout the tour.
* **Direct Instruction:** This will be evident when the teacher instructs the student’s to draw a picture of a modification people have done to their environment to suit their wants and needs. This will also be evident when the teacher instructs the student’s to get a partner and share their ideas. Also when the teacher instructs the student’s to write two positives and two negatives of living in a suburban community.
* **Cooperative Learning:** This will be evident when students are asked to share their ideas and picture with a partner. Also when the student’s are asked to gallery walk and compare their pro’s and con’s with the other student’s.
* **Visual Learning**: This will be evident when student’s view a “Bus Tour” presentation of the Suburban Community and are asked to draw a picture of a modification they saw.

**ADAPTATIONS**

* Impulsive students will be monitored through a Behavior Intervention Plan.
* Students with Autism will be able to take breaks when they feel overwhelmed.
* Students who struggle to pay attention will be provided with manipulatives to help then focus. They will also be sat closest to the teacher.
* Visually impaired students will be given a front row seat on the bus tour to view the slideshow. They will also be provided with a printed version of the Bus Tour.
* The student who is an English language learner will be provided with pertinent vocabulary words prior to the lesson.
* For a student who struggles with difficult lessons, you can reduce the difficulty of it. (Use smaller vocabulary words, instead of the word “Transportation” say “cars, trains, cabs”)
* Audio impaired students will be provided with a recording of the lesson to listen to.

**DIFFERENTIATION OF INSTRUCTION**

* The students with technological strengths will have the opportunity to create a picture using an app on the Ipad instead of using paper and crayons.
* Students with writing strengths will have the opportunity to write a paragraph on what positives and negatives they chose, and why.
* Anything written in text from the Google slide will be put on tape for those students who need to hear it orally again to remember.
* Meet with small groups to re-teach any ideas for struggling learners, or to extend the thinking of advanced learners. (Call over students who you feel didn’t understand the lesson and give an over all summary)

**ASSESSMENT**

* Students will be asked to draw a picture of a modification they saw in on the “Bus tour.”
* Students will circle yes or no if they would want to live in a suburban community or not as an exit ticket.
* For homework students will be asked to write three sentences on if they believe they live in a Suburban community, and if they would want to live in a suburban community. Why or why not?

**INDEPENDENT PRACTICE**

* After participating in the bus tour lesson, students will be asked to draw a picture on their own of a modification they saw.
* Students will come up with two positives and two negatives on living in a suburban community.
* Students will fill out an exit ticket on if they would like to live in a suburban community after viewing this bus tour.
* Students for homework will write two to three sentences on if they believe they live in a suburban community, and if they would like to. Why or why not?

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

* Direct Teacher Intervention: The teacher and students will, together, work on identifying different communities and determining if they are a Suburban community or not. The teacher will then explain to the students if the community is, and if so why.
* Academic Enrichment: Students will create their own bus tour of their favorite town, city, state, or country. They will be asked to describe the place they chose and supply photos. Student’s will present this to the class.