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EDU 3510 12/2/19

Grade 2 Topic Civic Ideals and practices Social Studies

**INSTRUCTIONAL OBJECTIVE**

After a class discussion about Iguana’s being good pets, students will listen to a read aloud and Youtube video constructing their own opinion based on corroboration used through their sources through an exit ticket attaining a score of at least 2 out of 3 on a teacher constructed rubric.

**STANDARDS AND INDICATORS**

**Civic Ideals and Practices**

**2.3c :**

The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.

* Students will learn about the process of voting and what opportunities adults in the community have for participation.
* Students will participate in voting within the classroom and in school, as appropriate.

**Indicator:** This will be evident when students discuss the importance of finding corroboration.

English Language Arts New York State Standard

Research to Build and Present Knowledge

2W7:Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

**Indicator:** This will be evident when students use evidence to back up their agreement or disagreement.

**INQUIRY STANDARDS**

Present information

Indicator: This will be evident when students do a turn and talk and discuss their corroboration.

**SKILLS**

Gathering information

Indicator: This will be evident when students gather and review videos and books to show corroboration.

**DEVELOPMENTAL PROCEDURES**

1. **Motivation:** Students will be asked to do a turn and talk to discuss if they believe Iguanas are good pets. Students will be asked to vote on the SMART board their opinion. (*Would an Iguana be a good pet? How do you know if an Iguana would be a good pet? Do you have any pets?)* [5 minutes]
2. The teacher will then transition into an introduction of the new vocabulary words and their definitions. *(What does it mean to agree/disagree? Where could you use the word corroboration? Where would you see a source? How is evidence used? If you prove something what does it mean you’re doing?)* [8 minutes]
3. The teacher will then read aloud “I Wanna Iguana” by Karen Kaufman Orloff to the students. *(Did the mom agree or disagree with Alex? What was Alex trying to prove to his mom?Is Alex using corroboration with his mom? Is there evidence shown by Alex that he deserves a pet?)* [20 minutes]
4. After the read aloud, the teacher will then show the students *6 Insane Iguana Facts* on YouTube. *(Should iguanas be pets? Are there any similarities between the book and video? What kind of evidence did this video show?)* [5 minutes]
5. The teacher will ask students to have a class discussion on what they saw through the read aloud and video and discuss the importance of corroboration. *(Did the video have any evidence to corroborate or agree with or prove, either Alex or his mom’s ideas? Is it important to make up information to help give an opinion? Should you find evidence when you are proving a point?)* [ 5 minutes]
6. **Closure:** The teacher will close the lesson by handing out an exit ticket on their opinion. *(Is an Iguana a good pet? How do you show evidence from today’s lesson using corroboration?)* [2 minutes]

**INSTRUCTIONAL STRATEGIES**

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

**Indicator:** This will be evident when the teacher helps students understand the vocabulary to help students show their own corroboration when they are giving their opinion.

**Discussion** (engaging in meaningful discussions about the content)

**Indicator:** This will be evident when students are discussing what important information can be used in helping prove their opinion.

**ASSESSMENT**

Informal Assessment

Students will be informally assessed through their turn and talks and questions from the discussion to identify students' understanding of the concept.

Formal Assessment

Students will be formally assessed through an exit ticket attaining a score of at least 3 out of 4 on a teacher constructed rubric.

**INDEPENDENT PRACTICE**

Following the lesson on corroboration, students will create a newspaper ad to alert all parents if children should be allowed to have iguanas using their corroboration that they learned in class and will need to find one more video and or article.

**REFERENCES**

English Language Arts Learning Standards. (n.d.). Retrieved from

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

New York State K-12 Social Studies Framework. (n.d.). Retrieved from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary Words

Agree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Disagree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prove:

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Evidence:

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Corroboration:

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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exit Ticket

1. Did Alex give enough evidence for his mom to receive the Iguana? Why or why not?

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1. Is an Iguana a good pet? Use the evidence from the book and video to help back you up.

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1. Why is it important to have corroboration when you are giving an opinion?

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