

Grade 2

Rural, Suburban and Urban Communities Compelling Question



Narrative Background

The purpose of this unit is to have students demonstrate their understanding of fact vs. opinion, credibility and reliability through vast media such as books, videos and articles. This unit plan incorporates communities, with the intention that students will be able to identify and differentiate suburban, rural and urban communities and the community they live in .

Compelling Question:

How do we know what we know about rural, urban and suburban communities is true?

Standards and Practices:

New York State Social Studies Standard:

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.

Key Concept: 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 Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term "population density" and how it applies to different communities.

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| <p>1. Supporting Question:</p> <p>What is the difference between fact and opinion?</p> | <p>Formative Tasks:</p> <p>After reading the book, <i>The Sad Little Fact</i>, by Jonah Winter, students will identify connections between words and their use by completing the Fact and Opinion worksheet answering at least 5 out of 6 questions correct.</p> | <p>Sources:</p> <p><i>The Sad Little Fact</i>, by Jonah Winter</p> <p>Fact and Opinion Worksheet</p> <p>Fact and Opinion Board Game</p> <p>Fact versus Opinion Song by the GrammarHeads</p> <p>Fact and Opinion Ocean activity (homework)</p> |
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| <p>2. Supporting Question:</p> <p>How do we tell whether a source is reliable or not?</p> | <p>Formative Tasks:</p> <p>The teacher will read the story "Mr. Peabody's Apples" by Madonna. The teacher will discuss the term rumors.</p> | <p>Sources:</p> <p>ELA Standard: Research to Build and Present Knowledge</p> | <p>2. Supporting Question:</p> |
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Think about evidence and if the information you're reading or hearing is actually true. Have you ever heard a rumor from kids in your class that wasn't actually true?

and if they've ever heard a rumor about someone in their class that ended up not being true. Then the teacher will relate the term rumor to the story that was read. Students will be asked to talk about this in a respectful manner and not say what the rumor was.

Then the teacher will discuss key terms that go along with the word rumor such as sourcing, evidence, reliable, and purpose. The teacher will write on the board the definitions of these terms and how they correlate with the story.

After: After students will be asked questions about sourcing and the teacher will give an example from the story if they think what they heard about Mr. Peabody is true and if the source is reliable. Students will: Complete a worksheet about sourcing that goes along with "Mr. Peabody's Apples"

Students will then have knowledge about reliable sources and the author's purpose of writing the story. After: this worksheet, students will have to create three sentences about sourcing. The first sentence will be to pick a sentence from a story they have read on their own and write why this is a reliable source and where it is coming from. The second sentence will be

edge - 9. Draw evidence from literary or informational texts to support analysis, reflection, and research source) etc.

"Sourcing Worksheet that correlates with Mr. Peabody's Apples"

Homework worksheet to create three sentences about sourcing and the author's purpose.

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| | <p>to find different sources in the story such as another character that was giving unreliable information about the main character for example. The third sentence will be what they thought the author's purpose was for writing this story and then draw a picture on their homework sheet that they liked about the story they read on their own</p> | |
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| <p>Supporting Question:</p> <p>What is the difference between rural, urban and suburban communities?</p> <p>Think about the places you have been. Have they been exactly the same? Have you been anywhere that is EXTREMELY different than where you live? Or perhaps you visited a place and it was not what you expected it to be? Maybe you thought you would like visiting New York City but instead you found it to be filthy and ended up hating it! Or maybe you thought you would hate the country but you ended up going skiing and loved it!</p> <p>In this lesson, the teacher will read aloud <i>The Little House</i>, and students will be</p> | <p>Formative Tasks:</p> <p>After the teacher reads aloud <i>The Little House</i> by Virginia Lee Burton, students will be able to identify the differences between rural, urban and suburban communities and determine in which type of community they live in by completing the teacher created organizer. Students must identify three correct qualities for each community and form an opinion based on sound evidence for the question on the bottom of the worksheet (Where does the house think is the best place to live? Do you agree? Explain your answer).</p> | <p>Sources:</p> <p>New York State Social Studies Standard: 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.</p> <p>Key Concept 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.</p> |
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able to identify the differences between rural, urban and suburban communities.

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

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

2.d Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc) and the proximity of houses to each other, students will understand the term "population density" and how it applies to different communities.

Sources:

The Little House by Virginia Lee Burton

Tri-organizer created by Tricia Shanagan

White board and markers

| 1. Supporting Question: | Formative Tasks: | Sources: |
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| <p>Can we use fact v.s. opinion and our knowledge of reliability/credibility to determine what is true about rural, urban, and suburban communities.</p> | <p>After receiving an envelope containing various sources describing rural, urban and suburban communities, students will sort each source by community, then by fact and opinion. Students will make an informed decision based on sound evidence by writing a persuasive piece with at least three accurate facts about the community.</p> | <p>Community fact and opinion poster boards</p> <p>Envelopes of various sources containing facts and opinions about each community</p> |

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| <p>Summative Performance Task:</p> <p>To conclude our unit, students will apply their knowledge of fact v.s. opinion and reliability/credibility to determine the differences between rural, urban and suburban communities. Students will receive an envelope full of various sources describing rural, urban and suburban communities. Students will then need to organize the statements into multiple categories. First, they will decide what community the statement relates to. Second, they will determine whether the statement is a fact or opinion once they have sorted each statement, students will identify, based on their understanding of the communities, where they would choose to live and why. Students will express this through a short passage accompanied by a drawing that reflects their choice. Their work will then be mounted on construction paper and hung around the classroom.</p> |
| <p>Extension:</p> <p>To extend this unit we would have the students take a VR tour of each community so they can really visualize the characteristics and make connections. Virtual reality is a great way to teach across all content areas creating connections between each.</p> |

Taking Informed Action:

After learning to appreciate the community we live in, in small groups, students will be asked to come up with three ways they can improve our community. They will then choose one of the three ideas and find a way to make it happen! With the help of parents and the teacher, students will be able to take informed action by identifying a problem in their community and coming up with a plan to help!

Molloy College
Division of Education

Nina Solano
EDU 5090
Grade: 2 Topic: Fact and Opinion

Professor Sheehan
11/29/19
Content Area: ELA

Objective: After reading the book, *The Sad Little Fact*, by Jonah Winter, students will identify connections between words and their use by completing the Fact and Opinion Worksheet getting at least 5 out of 6 correct.

New York State Next Generation English Language Arts Learning Standard

Language Standards

Vocabulary Acquisition and Use

2L5a: Identify real-life connections between words and their use.

Indicator: This will be evident when students identify connections between words and their use by completing the Fact and Opinion Worksheet getting at least 5 out of 6 correct.

New York State Social Studies Standards

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.

Key Concept: 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 Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

Indicator: This will be evident when students compare characteristics of rural, suburban and urban communities to come to a decision on the question asking which community they live in and provide sound evidence to support their decision.

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting, and using Evidence

5. Identify implicit ideas to draw inference, with support.

Indicator: This will be evident when students recognize and

effectively select credible evidence in *The Little House* to write arguments to support their claims.

NCSS C3 Inquiry Arc

Dimension 2: Students will apply disciplinary concepts by listening attentively to their peers.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions

while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

Indicator: This will be evident when students participate in a class discussion during the read aloud about the differences in the three types of communities and when students share with the class which community they believe is best to live in. Students as a class will discuss and decide as a group, which community they live in. Students will also listen to the opinions of their peers as they share with the class what they think is the best community to live in and why they think so.

Dimension 4: Students will communicate conclusions and construct an argument with reasons.

D4.1.K-2. Construct an argument with reasons.

Indicator: This will be evident when students work collaboratively to conclude what characteristics make up rural, suburban, and urban communities. They then will conclude their

opinion on which community is the best using details from The Little House and will present share their opinion with the class.

Developmental Procedures

1. The students will gather on the carpet to listen to the book, The Sad Little Fact, by Jonah Winter. *(What do you think this story is about? What was this book about?)*
2. Next, students will go back to their desks and as a group, we will review the new terms “fact” and opinion”. *(What is a fact? What is an opinion?)*
3. After the brief discussion, students will complete the Fact and Opinion worksheet. *(Is this sentence a fact or an opinion? How are you sure?)*
4. Next, students will get in to groups and participate in the Fact and Opinion Board Game. Students will pick up a game card and decide whether the card is a fact or an opinion. If correct, students will roll the dice and move that number of spaces, if incorrect, it is the next player’s turn. Continue the game until the players reach the finish. *(Why do you think this game card is a fact? What word makes that game card an opinion?)*
5. Finally, students will sing and dance along to the song, Fact verses Opinion Song, by the GrammarHeads.

Assessment

Students are to complete the Fact and Opinion Worksheet getting at least 5 out of 6 correct. Students will successfully reach the end of the Fact and Opinion Board game by decided whether their game card is a fact or an opinion.

Strategies

Cooperative Learning

Indicator: This will be evident when the students work with partners while participating in the Fact and Opinion Board Game.

Questioning

Indicator: This will be evident when the students participate and answer when the teacher asks specific questions about facts and opinions.

Independent Practice

Students will complete the Fact and Opinion Ocean activity for homework. They will cut and paste the sentences into their correct columns.

References

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Tobin, J. Fact or Opinion Game. Retrieved from

<http://www.thebestofteacherentrepreneurs.org/2016/03/free-misc-lesson-fact-or-opinion.html>

Winter, J., & Oswald, P. (2019). *The sad little fact*. New York: Schwartz & Wade Books, an imprint of Random House Children's Books.

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| The ocean is filled with water. | I like the ocean. | There are thousands of different types of animals in the ocean. |
| The ocean is more fun than the park. | You can find seashells at the ocean. | The ocean would be a really fun place to visit. |
| Two oceans that touch our country are the Pacific Ocean and the Atlantic Ocean. | The ocean is filled with salt water. | The ocean is pretty. |
| The majority of the world is made up of water. | Surfing is the most fun activity to do at the ocean. | A seahorse can be found in the ocean. |
| Sharks are the coolest animals in the ocean. | Fish live in the ocean. | The ocean is a big, scary place. |
| People can swim in the ocean. | Boats sail in the ocean. | The ocean is better than a lake. |
| There is sand on the coasts of the ocean. | Building sandcastles is one of the best things to do at the ocean. | There are waves in the ocean. |

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Name: _____


Write down five facts and five opinions about the ocean from the game.

Fact

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Opinion

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FACT AND OPINION



BOARD GAME

Created by: K. Heiney











DIRECTIONS



1. Begin at the **START**.
2. Pick up a game card. Decide whether the card is a fact or an opinion.
3. If correct, roll the dice and move that number of spaces.
4. If incorrect, it is the next player's turn.
5. If a player lands on a **GO AGAIN** space, they pick up another card, answer it, roll the dice, and move that number of spaces.
6. If a player lands on a **LOSE A TURN** space, their next turn is skipped.
7. Keep playing until one player reaches the **FINISH**.



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| <p>February 14th is Valentine's Day.</p>  | <p>Yellow is a primary color.</p>  |
| <p>Running is easy.</p>  | <p>Apples grow on trees.</p>  |

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| <p>The Steelers are the best football team.</p>  | <p>Carrots and broccoli are vegetables.</p>  |
| <p>Miss Heiney has a dog named Teddy.</p>  | <p>There are twelve months in a year.</p>  |

Lions and tigers are mammals.



Dolphins live in the ocean.



The beach is the best vacation spot.



I think I am a good swimmer.



Mrs. Rhinehart is a 2nd grade teacher at Neville Elementary School.



Pizza is better than hotdogs.



Chocolate chip cookies taste good.



Sharks are scary.



Penguins are the cutest animals.



Everyone's favorite special is art.



Name _____

Write **F** for facts and **O** for opinions on the line before each sentence:

_____ 1. Cats are excellent hunters.

_____ 2. Bats use their ears more than their eyes to find food.

_____ 3. A chameleon has eyes that swivel.

_____ 4. Snakes enjoy eating mice the best.

_____ 5. The bill of a platypus is an electric sensor.

_____ 6. Animals think their sensors are awesome.

Molloy College

Division of Education

Andrea Ross
Course EDU 5090
Grade: Second
Content Area: Social Studies

Professor Sheehan
December 12, 2019
Topic: Communities

INSTRUCTIONAL OBJECTIVE(S)

After a read aloud of the story “Mr. Peabody’s Apples” by Madonna, students will identify real-life connections between words and their use by participating in a discussion about rumors and the reliability of sources with their knowledge of these terms. Students will then complete a worksheet about sourcing that goes along with “Mr. Peabody’s Apples” identifying three accurate facts about sources from a story they read.

STANDARDS AND INDICATORS
NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standards

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.

Key Concept: 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 Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

Indicator: This will be evident when students compare characteristics of rural, suburban and urban communities to come to a decision on the question asking which community they live in and provide sound evidence to support their decision.

New York State Next Generation English Language Arts Learning Standard

Language Standards-Vocabulary Acquisition and Use

2L5a: Identify real-life connections between words and their use.

Indicator: This will be evident when students identify connections between words and their use by participating in a discussion about rumors and the reliability of sources with their knowledge of these terms.

ELA Standard: Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator: This will be evident when students complete a worksheet about sourcing that goes along with the story, “Mr. Peabody’s Apples”

NCSS C3 Inquiry Arc Standard: Dimension 3-Evaluating sources and using evidence.

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Indicator: This will be evident when students use evidence from “My. Peabody’s Apples” to tell if the information is true and is coming from a reliable source.

Habits of Mind Skills:

A. Gathering, Interpreting and Using Evidence

3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

Indicator: This will be evident when students work on the homework assignment and identify three accurate facts about sources from a story they read on their own.

DEVELOPMENTAL PROCEDURES (*Engaging the learner)

1. MOTIVATION

The teacher will read the story “Mr. Peabody’s Apples” By Madonna.

2. Students will participate in a discussion about rumors and if they’ve ever heard a rumor about someone in their class that ended up not being true. Then the teacher will relate the term rumor to the story that was read. Students will be asked to talk about this in a respectful manner and not say what the rumor was. Then the teacher will discuss key terms that go along with the word rumor such as sourcing, evidence, reliable, and purpose.

3. The teacher will write on the board the definitions of these terms and how they correlate with the story.

(What does sourcing mean? Can anyone tell me a time where they found evidence to support their answer? Can anyone think of a story they read and what they thought the purpose of the story was?)

4. Students will be asked questions about sourcing and the teacher will give an example from the story if they think what they heard about Mr. Peabody is true and if the source that the information is coming from is reliable.

(How do we know what Tommy Tittlebottom is saying about Mr. Peabody is reliable? Do we know that Mr. Peabody is actually stealing? What evidence from the story can support your answer?)

5. Students will complete a worksheet about sourcing that goes along with “Mr. Peabody’s Apples” and will then have knowledge about reliable sources and the author’s purpose of writing the story.

(What can you tell me about rumors and how does the term rumors relate to the story? What is the authors purpose of writing this story?)

6. Students will have to create three sentences about sourcing for homework. The first sentence will be to pick a sentence from a story they have read on their own and write why this sentence is

a reliable source and where it is coming from. The second sentence will be to find different sources in the story such as another character that was giving unreliable information about the main character for example. The third sentence will be what they thought the author's purpose was for writing this story and then draw a picture on their homework sheet that they liked about the story they read on their own.

(Can you think of a book you read that has to do with rumors? Can you find any evidence in the story you read that made the source reliable and unreliable? What do you think the authors purpose was while writing this story?)

INSTRUCTIONAL STRATEGIES

Modeling (Showing rather than telling by acting out)

Indicator: This will be evident when the teacher reads the story "Mr. Peabody's Apples" by Madonna.

Direct Instruction (Teaching in front of the room while students listen)

Indicator: This will be evident when the teacher gives directions on how to complete the sourcing worksheet and homework.

Cooperative Learning (Engage students to work together on an activity)

Indicator: This will be evident when students participate in a class discussion about rumors and work on the sourcing sheet together.

Individual Learning (Engage students to work alone on an activity)

Indicator: This will be evident when students work on the homework.

ADAPTATIONS

The student who doesn't take notes well will be given a sheet with all of the terms and definitions we go over including sourcing, evidence, reliable, rumors, purpose.

The teacher will monitor this student carefully so that they don't feel left out or is having trouble working with that group.

The student who has trouble staying focused or can't see far away will sit next to the teacher during the read aloud.

The student who struggles to remember the story to answer the questions will be able to read the story over again.

DIFFERENTIATION OF INSTRUCTION

Auditory Learners: Students will listen to the teacher read the story “Mr. Peabody’s Apples” and listen to the class have a discussion about it

Visual Learners: Students will be able to look at the pictures in the book to get a better understanding of the story.

Struggling Students: Students who are having trouble finding a book they’ve read before to complete the homework assignment can use a book that’s in the teacher’s classroom or ask the teacher for help.

Advanced Students: Students who complete the homework and understand all the terms will be asked if they can answer a trickier question regarding a different term asking what they think perspective means and what is the author’s perspective.

INDEPENDENT PRACTICE

Students will independently complete the homework assignment at home and re-read any book they think has to do with sourcing, purpose, and evidence.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

For the students who struggled during the lesson and understanding the terms, the teacher will work with them on understanding the definitions using pictures and examples.

Academic Enrichment

For students who excelled during the lesson, they will be challenged to watch something on television that's appropriate or read an article and find out if the source is giving reliable information.

INSTRUCTIONAL RESOURCES AND MATERIALS

- "Mr. Peabody's Apples" book
- Sourcing Worksheet
- Terms and definitions worksheet
- pencils, crayons, chalkboard
- Homework Sheet - Create three sentences

REFERENCES

Latest News. (2019, November 26). Retrieved from <http://www.nysed.gov/>.

Madonna, & Long, L. (2003). *Mr. Peabody's Apples*. Place of publication not identified: Puffin.

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<http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf>

Name

Date

Teacher

Vocabulary

Sourcing: Find out where something is coming from.

Sourcing asks readers to consider "What is the author's purpose?" "Why was it written?" "Is the information coming from the source reliable?"

Example: "Johnny is a reliable source in the story because the information he gave about Sally getting an A on her test is true. He saw the grade on her paper with his own eyes."

Evidence: Any information given in a story that can support ideas, arguments, opinions, and thoughts.

Example: "Johnny has evidence that Sally got an A on her test because he saw her studying in the library and the grade she got."

Reliable: Someone who is trustworthy or has trustworthy qualities.
Able to be trusted.

Example: "Johnny is a reliable source because he told the truth about Sally's grade."

Unreliable: A person or something that is untrustworthy. AN unreliable friend or an unreliable source.

Example: Johnny's friend Adam is an unreliable source because he told him that Sally failed her test.

Purpose: The reason why the story was written.

To use evidence from the story that shows the authors purpose is to entertain, persuade, teach a lesson.

Example: "The purpose of the story was to teach a lesson about how we shouldn't spread rumors about people."

Name

Date

Teacher

Sourcing Worksheet

Directions: Answer the following questions about sourcing using information from the story "Mr. Peabody's Apples" by Madonna.

1. Why did the characters in the story think that Mr. Peabody was stealing apples?
2. What was Mr. Peabody actually doing?
3. What is a rumor?
4. Should Tommy and Billy have spread that rumor about Mr. Peabody? Explain why.

5. What evidence is there from the story that tells us that he wasn't actually stealing?

6. What is the purpose of the story?

7. Is Tommy Tittlebottom a reliable or unreliable source in the story? Please explain.

8. Who is a reliable source in "Mr. Peabody's Apples?"

Hint: Think about who owns at the fruit market.

Name

Date

Teacher

Homework
Create Three Sentences about Sourcing

Directions: Find a book you have read in the past on your own that would go along with the terms we've learned such as evidence, purpose, reliable, and unreliable. Find evidence from the story to create three sentences.

The name of the book I chose is

"_____ " by

_____.

1. Find evidence from the story you read to create a sentence about a reliable source.

Hint: Who is the source? Is it a character in the story? What evidence is this character giving that makes the information they're giving true?(reliable)

2. Find evidence from the story you read to create a sentence about an unreliable source or information that was given that wasn't actually true.

Hint: Who is the source? Is this source a character? What information is this source giving that makes the information not true or untrustworthy? Can you find evidence from the story that makes this source (character) an untrustworthy person?

3. What do you think the author's purpose was for writing this story?

Draw a picture illustrating what you liked most about the story you read!

**Molloy College
Division of Education**

Tricia Shanagan
EDU 5090
Grade:2 Topic: Communities

11/29/19
Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s) (*Lesson Objective(s))**

After the teacher reads aloud *The Little House* by Virginia Lee Burton, students will be able to identify the differences between rural, urban and suburban communities and determine which type of community they live in by completing the teacher created organizer. Students must include at least three correct

qualities for each community and form an opinion based on sound evidence for the question on the bottom of the worksheet (Where does the house think is the best place to live? Do you agree? Explain your answer.).

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standards

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.

Key Concept: 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 Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

Indicator: This will be evident when students compare characteristics of rural, suburban and urban communities to come to a decision on the question asking which community they live in and provide sound evidence to support their decision.

Common Core ELA Standards

Key Ideas and Details

1.Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Indicator: This will be evident when students include details from The Little House to identify characteristics of rural, urban and suburban communities to draw a conclusion as to which community is the community they live in and which community House thinks is the best to live in.

Comprehension and Collaboration

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

Indicator: This will be evident when students can decipher the different types of communities after they learn about rural, suburban and urban communities via multiple learning styles such as auditory learning from The Little House read aloud, visually from illustrations in The Little House, and orally via the teacher initiated class conversations throughout the read aloud.

2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Indicator: This will be evident when students write and support a claim to the question "Where does the house think is the best place to live? Do you agree? Explain your opinion." using valid reasoning and relevant and sufficient evidence from the story The Little House.

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting, and using Evidence

5. Identify implicit ideas to draw inference, with support.

Indicator: This will be evident when students recognize and effectively select credible evidence in The Little House to write arguments to support their claims.

NCSS C3 Inquiry Arc

Dimension 2: Students will apply disciplinary concepts by listening attentively to their peers.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

Indicator: This will be evident when students participate in a class discussion during the read aloud about the differences in the three types of communities and when students share with the class which community they believe is best to live in. Students as a class will discuss and decide as a group, which community they live in. Students will also listen to the opinions of their peers as they share with the class what they think is the best community to live in and why they think so.

Dimension 4: Students will communicate conclusions and construct an argument with reasons.

D4.1.K-2. Construct an argument with reasons.

Indicator: This will be evident when students work collaboratively to conclude what characteristics make up rural, suburban, and urban communities. They then will conclude their opinion on which community is the best using details from The Little House and will present share their opinion with the class.

INSTRUCTIONAL RESOURCES

SMARTboard or whiteboard and markers
Communities vocabulary
The Little House by Virginia Lee Burton
Tri- Organizer created by Tricia Shanagan

MOTIVATION (*Engaging the learner(s))**

Students will be shown a picture from CSI and told that they are going to be detectives today. Their mission today is to solve a mystery “Are Mexicans are happier than Americans?”

DEVELOPMENTAL PROCEDURES (including Key Questions)

Aim: What is the difference between rural, urban and suburban communities?

In this lesson, the teacher will read aloud *The Little House*, and students will be able to identify the differences between rural, urban and suburban communities.

Students will be asked to come to the floor. (*Think about the places you have been. Have they been exactly the same? Have you been anywhere that is EXTREMELY different than where you live? Or perhaps you visited a place and it was not what you expected it to be? Maybe you thought you would like visiting New York City but instead you found it to be filthy and ended up hating it! Or maybe you thought you would hate the country but you ended up going skiing and loved it! Can you describe these places?*)

Teacher will write the word community on the board. (*Can anyone tell me what this word means?*)

Teacher will write the student provided description of community on the board. (*Can anyone tell us any different types of communities? Has anyone heard of rural, suburban or urban before?*)

Teacher will direct students she is going to hand out a tri-organizer of three different communities mentioned in the book she is about to read. Students are to fill in facts, observations, descriptions in the organizer as the teacher reads the story.

While the teacher reads the story she will stop throughout the book to spark thinking for students and to keep students engaged. (*What do you see on this page? How would you describe where the house lives? Would you consider this an urban, rural or suburban community? What do you think the house enjoys about living in this community? What do you think it smells like in this community? Do you think you would like to live in this community? What is something you noticed about the last community and the new community? Do you think the house is happy? What kind of community do we live in? Why do you think we live in that community? Which community do you think you would prefer to live in?*)

After the book is read, while at the floor, students will review what makes up rural, suburban and urban communities.

The students will be given a moment to decide as a group which community they think we live in with evidence to back up their answer.

Students will be given a minute to think individually which community they think is best.

(Which community is best? Why do you think so?)

Students will share their answers and then will return to their seats to work on the last question of the worksheet individually.

INSTRUCTIONAL STRATEGIES (*Learning Strategies)**

Collaboration

Indicator: This will be evident when students work together to determine which community they live in.

Discussion

Indicator: This will be evident when students discuss with each other the evidence presented in the history mystery.

ADAPTATIONS (*Exceptionality)**

The student who struggles to stay focused will be seated near the teacher during the read aloud.

The student who struggles with spelling and/ or writing will sit with the TA (if available) who will use a mini white board and marker to scribe the student's responses to copy, or record his answer.

DIFFERENTIATION OF INSTRUCTION

Auditory Learners:

In order to adapt for the auditory learners, they will be able to listen to the teacher as they read *The Little House*. They will also be able to listen to their peers during discussion.

Visual Learners:

The visual learners will be able to visually look at the illustrations in *The Little House*. The students will be able to use the given graphic organizer to organize their thoughts of suburban, urban and rural communities which includes illustrations from *The Little House* for students to reference.

ASSESSMENT (*artifacts* and assessment [formal & informal])**

Teacher will assess students organizer.

Teacher will assess students understanding of types of communities through discussion.

INDEPENDENT PRACTICE

Students will independently answer the question on the organizer ‘Where does the house think is the best place to live? Do you agree? Explain your opinion.’

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

For the students who struggled during the lesson, the teacher will work with them on determining the difference between rural, suburban and urban communities. The students will be given photo examples of a rural, suburban and urban communities.

Academic Enrichment

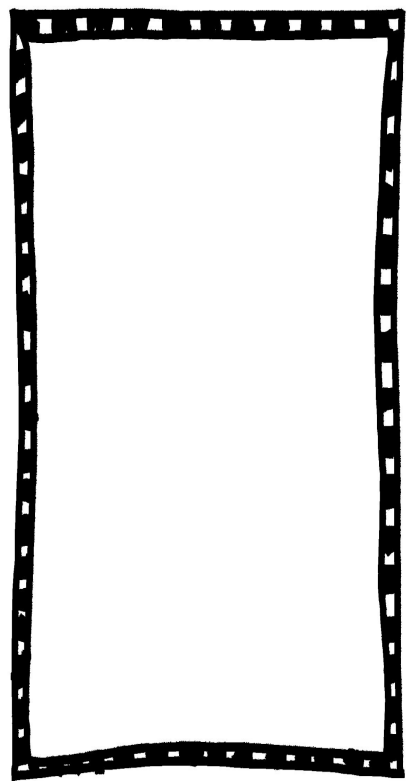
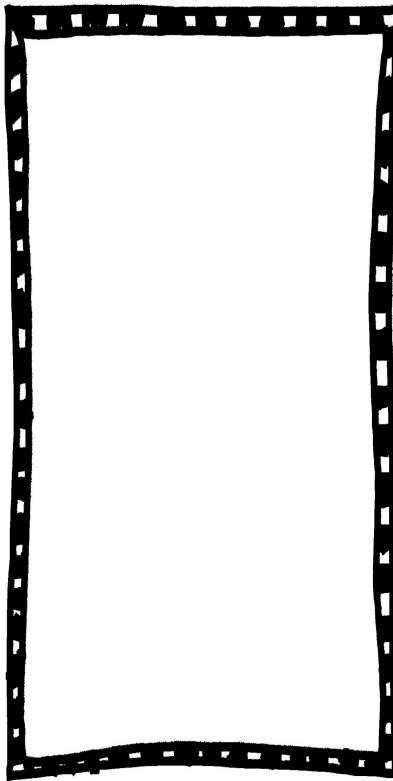
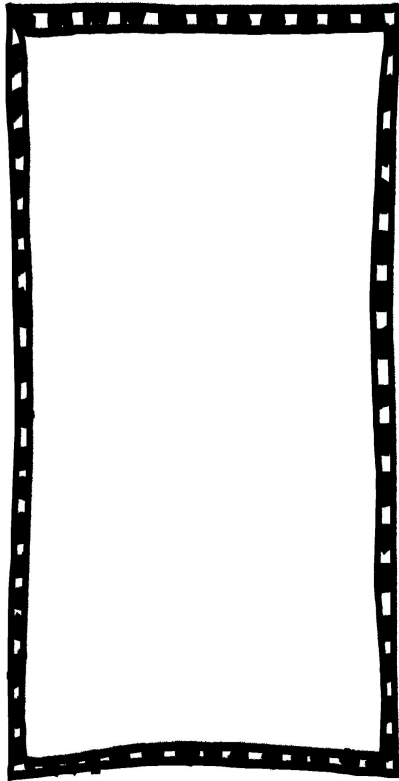
In order to further the lesson, for the students who excelled during the lesson, they will be challenged to research a specific rural, urban or suburban community such as New York City, Rockville Centre or Montauk. Students will research the community of their choice and will record ten facts they find interesting in their Social Studies notebook.

REFERENCES

Burton, V. L. (1978). *The Little House*. Logan, IA: Turtleback Books.

Name: _____ Date: _____

The Little House Communities



Where does the house think is the best place to live? Do you agree? Explain your opinion.

Stephanie Pace Dr. Sheehan

EDU 5090 12/4/19

Grade 2: Social StudiesIDM Lesson 4

OBJECTIVE

After receiving an envelope containing various sources describing rural, urban and suburban communities, students will sort each source by community, then by fact and opinion. Students will make an informed decision based on sound evidence by writing an opinion piece with at least three accurate facts about the community.

STANDARDS

New York State Social Studies Standard

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.

Key Concept:

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 Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

Indicator: This will be evident when students compare the three different communities and choose where they believe is best to live using sound evidence.

Social Studies Framework

Gathering, Interpreting and Using Evidence

2: Develop questions about the community.

Indicator: This will be evident when students explore the similarities and differences between rural, urban and suburban communities.

Common Core ELA Standard

CCSS.ELA-LITERACY.W.2.1

“Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.”

Indicator: This will be evident when students write an opinion piece where they state an opinion and supply reasons that support the opinion.

Inquiry Arc Standard

Dimension 3: Evaluating sources and using evidence.

Indicator: This will be evident when students evaluate the sources provided and make an informed decision based on sound evidence.

DEVELOPMENTAL PROCEDURES

1. Students will be split into groups of four.
2. The students will participate in a teacher led discussion to review fact and opinion. (*What is a fact?(LITERAL) What is an opinion? (LITERAL) What is the difference? (INFERENCIAL) Which do you think is better?Why?(INFERENCIAL)*)
3. The students will then participate in a class discussion to review rural, urban and suburban communities. (*What is a rural community like? (LITERAL) An urban?(LITERAL) A suburban? (LITERAL) What kind of community do we live in? (INFERENCIAL) What kind do you think is best to live in? (INFERENCIAL)*)
4. Each group will receive an envelope containing sources, both fact and opinion, describing rural, urban and suburban communities.
5. In groups, students will sort these sources on a chart provided by the teacher. Students will sort each source by community, then by fact and opinion. (*What community is this source talking about? (LITERAL) Is this source a fact or opinion?(LITERAL)*)
6. Once the charts are completed, each group will take turns sharing their facts and opinions. (*Where did you decide to put each source? (LITERAL) Why? (INFERENCIAL)*)
7. Students will then be instructed to write an opinion writing piece with at least three accurate facts about the community they believe is best to live in. (*Based on what you know about each community and the information provided in these sources, what*

community do you think is best to live in? Why? (INFERENCIAL) How is it similar or different to our community? (INFERENCIAL))

8. Once their writing is complete, students will illustrate a picture reflecting the community they chose.

ASSESSMENT

Informal: Students responding correctly to the teachers questions during discussions. *(What is a fact?(LITERAL) What is an opinion? (LITERAL) What is the difference? (INFERENCIAL) (What is a rural community like? (LITERAL) An urban?(LITERAL) A suburban? (LITERAL) What kind of community do we live in? (INFERENCIAL))*

Formal: Students will write an opinion piece with at least three accurate facts about the community they chose to live in.

STRATEGIES

Discussion

Indicator: This will be evident when students participate in a teacher led discussion about rural, urban and suburban communities, and fact and opinion.

Collaborative Learning

Indicator: This will be evident when students work in small groups to sort sources describing rural, urban and suburban communities. Students will work together to correctly sort each source.

INDEPENDENT PRACTICE

For homework, students will complete a teacher made checklist with aspects of the type of community we live in (suburban). While the students go places with their family over the weekend, they are to check off the things they see in our type of community. (low development density, homes separated from shops and workplaces, many homes have yards, etc.)

SOURCES ACTIVITY

Rural

Fact

1. A community that has less than 500 inhabitants per square mile.
2. This community has a low population density.

Opinion

1. This community has a slower pace of living.
2. This community is best for children because they can roam free.

Urban

Fact

1. Where many people live and work close together.
2. The population density is higher than in the surrounding area.

Opinion

1. This community is more dangerous.
2. This community is too crowded.

Suburban

Fact

1. There are fewer big buildings and mainly houses, schools and shops.
2. May be legally part of the main city, or not.

Opinion

1. This community is best for families
2. This community is safest.

Fact and Opinion

Topic: *Communities*

| | | |
|--|--|---|
| <p>Rural <i>Fact</i></p> | <p>Urban <i>Fact</i></p> | <p>Suburban <i>Fact</i></p> |
| <p>Rural <i>Opinion</i></p> | <p>Urban <i>Opinion</i></p> | <p>Suburban <i>Opinion</i></p> |

