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Course EDU\_5090 Date:11/30/2018

Grade 2\_Topic Suburban, Rural and Urban Content Area: Social Studies

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

The teacher will start off the lesson by presenting a PowerPoint about the WHAM model and explaining to the students how this will be used in their lesson today, the students will then go around the room to the three poster charts (one urban chart, one suburban chart, and one rural chart) hanging up analyzing them using the WHAM acronym.

 **NYS STANDARDS AND INDICATORS**

Standard and/or Key Idea and/or Key Concept (refer to lesson plan instructions for details)

 Key Ideas

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 type of communities.

 Indicator: This will be evident when the students learn about urban, suburban and rural areas by examining the pictures and documents around the room.

Key concept 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 view the pictures and documents of the different communities and the poster of facts from every type of community.

ELA Standards:

2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence

 Indicator: This will be evident when the students do the “ Fact or opinion” worksheet.

**National Social Studies Standards and Themes**

 **I. Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

1. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
2. *Indicator: This will be evident when students engage in a discussion explore and describe similarities and differences in the ways groups, societies, and culture.*

**NCSS C3 Inquiry Arc**

 Dimension 3: 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 evident when students collect evidence and evaluating its usefulness in developing casual explanations using the WHAM ( what does the picture /document show you, How does it back you feel, how Accurate is the document( fact or opinion) and the Meaning of the document) method.*

**Social Studies Practices: Habits of Mind**

 Gathering Information

*Indicator: This will be evident when students gather information on what the difference between suburban, urban and rural areas are.*

**INSTRUCTIONAL RESOURCES**

* “ Fact or Opinion “ worksheet
* “WHAM” worksheet
* Pictures/ Documents
* Poster Paper

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

The teacher will hang up the pictures around the room before the children get into class, when the students enter the room the teacher will tell them to go ahead and look around but will not tell them what today’s activities consist of just yet.

**DEVELOPMENTAL PROCEDURES**

1. The students will then view a PowerPoint about “ WHAM” and what the acronym means. (What is “WHAM”? “By a raise of hands who here likes to carve pumpkins?” “Who thinks that this picture is a fact or opinion?”)
2. The teacher will then go over an example WHAM picture with the students on the Smart board to guide the students on what is expected of them when they do this on their own.
3. The teacher will go over the definitions of fact and opinion on the PowerPoint.
4. The students will then do the “Fact or Opinion” worksheet to help with the “A” (assessing if the picture is fact or opinion) ( Boys and girls use the definitions on top of the worksheet to help you! Remember that a fact is a statement that can be proven not just what you believe!)
5. The teacher will quickly then read each statement from the “Fact or Opinion” worksheet and have the children call out “fact or opinion”. (“Girls and Boys we are going to go over this worksheet, after I read the statement call out all together Fact or Opinion”. “Do you all understand why Question 7 is an opinion statement?”)
6. The students will then go around the room in groups that will be set by the teacher and observe the pictures hanging on the poster chart paper. ( Notice how every picture is different! Take your time and observe each picture this is not a race!)
7. After the students observe the paper they will fill out there “WHAM” sheet as a group.
8. After each group of students observe and fill out a “WHAM” sheet for each picture they will all go back to their seats and we will discuss each picture as a class. (What were some things you noticed about document one? How was document one different than document two? Does anyone have some interesting details on their WHAM sheet that they would like to share?)

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Strategy**

Modeling

Indicator: This will be evident when the teacher models how to do a “WHAM” on an example photo in the PowerPoint

Discussion:

Indicator: This will be evident when the students come together as a class and discuss the pictures they just went around the room and observed.

**ADAPTATIONS *(Exceptionality\*)***

* The student that struggles to stay focused will be seated near the teacher in the front of the room
* The student who struggles to write will be given the job as the presenter.
* The student who are ESL will be paired with a student who can speak both English and their language.
* The student who wears glasses will sit near the board during instruction.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learners – The visual learners will be able to see the pictures hanging up around the room with the different pictures or documents on it.

Kinesthetic Learners – The kinesthetic learners will be able to walk around and physically move from document to document examining the photos and documents around the room.

Auditory Learners- Auditory learners will be able to hear the teacher go over “WHAM” and the “Fact or Opinion” worksheet where one their classmates will read the definition of fact and opinion out loud.

**ASSESSMENT**

After the children are done studying and going over the pictures and documents they come back as a classroom and talk with the teacher about their observations. The teacher will assess from the student’s participation if they understood the “WHAM” activity. The teacher will also collect the worksheet to assess the students work.

**INDEPENDENT PRACTICE**

Following today’s activities of the students analyzing the pictures and documents using WHAM, they will then pick one of the five pictures on the worksheet to analyze using WHAM for homework and bring it into class the following day for morning discussion.

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

Direct Teacher Intervention

After the students are assessed, students who did not meet the criterion will work with the teacher to review further. These students will be pulled aside during ‘morning work’ to go over what the WHAM chart means, and the teacher will write it out on chart paper and use an example picture.

Academic Enrichment

Teacher will test students who met the criterion by assigning ‘morning work’ that incorporates higher level thinking. During this time, students will look throughout the room pick one object and do a WHAM model on it. The students will do this activity independently.

**REFERENCES**

Next Generation English Language Arts Learning Standards.

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

Next Generation Social Studies Learning Standards.

http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-socialstudies-learning-standards