

Lesson Plan

Name: Jeffrey Ignall

School: P.S. 101Q

Grade: 2nd

Unit : Geography

Topic: Community Types

Teacher materials:

- SMART Board
- Urban/Rural Activity
- White Board/Markers
- *Country Kid, City Kid* (Read Aloud)
- Device for Random Student Selection (e.g. Popsicle Sticks or Names in a Hat)
- Community Worksheets
- Adapted Community Worksheets (developing students)
- Community Poem Activity (above standard students)
- Crayons

Student materials:

- Pencils
- Community Worksheets
- Adapted Community Worksheet (developing students)
- Community Poem Activity (above standard students)
- Crayons

Description of physical space (Where are the students? Where is the teacher? What is set up?)

- After clearing their desks and establishing good listening positions, students are called up to the front of the room by borough.
- Teacher will use SMART Board and White Board for Modeling and Active Involvement (Together).
- Students return to their desks to complete Community Worksheets.
- Developing students get Adapted Community Worksheets.
- Teacher circulates room to answer questions and gauge comprehension.
- Students return to front of the room to share what they wrote on their Community Worksheets.

Teaching Point/Goal: Students will understand different types of communities.

NYS C&I Standard #3:

- Urban, suburban, and rural communities differ from place to place.
- Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.

Performance Indicators:

- Students will be able to define vocabulary: Community, Rural, and Urban.
- Students will be able to identify characteristics of their own community.

Connection/Motivation:

- Write Teaching Point on White Board
- Tell students that their current events projects got me thinking about what the word community means.
- Ask students to read the TP – underline and define key words in TP.
- Ask class what they think of when I say the word community? Have them do a turn and talk to discuss the idea of community.
- Record student answers on the White Board.

- *Prompting questions: What types of things makeup a community? (people, homes, businesses).*
- Explain to students that these are things make up your community.
- Define community on White Board: place where people live, work and play together.
- Do partial read aloud of *Country Kid, City Kid*. Explain to children that they should pay attention to the details in the book because they are important for the game that will follow.

Model(I try):

- Place blank Venn diagram at front of the room.
- The left section will represent Urban, the right section Rural, and the middle section is Both.
- These labels will NOT be written on the SMART Board – students need to use deductive reasoning skills to figure out where the items go.
- Start the game off by placing one item in the Urban and Rural sections of the Venn diagram.
- Model how to place three pieces (one in each section) on the board while thinking aloud.

Active Involvement (We try):

- Explain Rules: *Randomly selected students will take turns coming up to select a picture and place it in one of the three sections. All students must remain quiet unless otherwise instructed, and they may not help each other choose sections.*
- I will flash a large picture of the game piece on the SMART Board for the whole class to see.
- Next, I will randomly select a student and hand them the game piece to place on the board.
- Students will be asked to raise their thumbs if they agree. If they disagree, another student will be chosen to change the picture.
- Once an appropriate amount of pictures are placed in the proper categories, I will ask students if they can guess the “rule” of each section, or why the pictures were placed there.
- Next, I will review the definitions of rural and urban and place these labels above the appropriate sections of the Venn Diagram.
- See if there are any questions.

Independent/partner activity /group activity (You try):

- The Urban/Rural game will be left up at the front of the room so that students can refer to it as they complete their Worksheets.
- Students will work independently on a Community Worksheet.
- Students who finish early complete the Community Poem Worksheet.
- Give five minute warning (with 10 minutes remaining) and with five minutes remaining in lesson, ask students to stop their work so that we can share what we learned.

Plan for Differentiated Instruction/Activity:

- Developing learners will receive an Adapted Community Worksheet, which includes multiple choice questions in order to facilitate comprehension.
- Above standard learners will complete a Community Poem Activity that will develop their creative writing skills. This activity will ask students to write a poem about the community in which they live.

Share/Closure:

- After the students have completed their Worksheets, bring them back to the front of the room to share what they learned/wrote on their Worksheets.

Follow Up/Next Steps:

- For homework, students will be given an activity sheet that will allow them to interview a grownup at home about how they see their community.
- In a follow up lesson, students will explore how their community has changed over time.

Assessment of Objectives:

- Students will be assessed on their: (1) ability to draw logical conclusions about how to categorize the pictures in the Urban/Rural game; and (2) their Community Activity sheets.