



How am I an important part of my family and community?

Second Grade Unit Plan

Table Of Contents

Overview and Rationale
Teacher Background Information
Unit Planning Chart
Organization and Subject Matter Overview
Goals and Objectives
Learning Activities Bank
Assessment
Appendices

Overview and Rationale

This unit theme titled “How am I an important part of my family and community?” is designed for the second grade. It is designed to raise student awareness of themselves in relation to their family and community as a whole. Students will learn that the terms family and community are in fact very broad and diverse in nature. The unit includes developmentally appropriate lessons that provide opportunities for students to explore and strengthen ideas relating to their own self worth and the worth of all individuals regardless of our differences. We feel that as educators it is essential to provide a classroom community where students are supported and valued as individuals. It is also important that students recognize and develop a respect for the diversity that makes up our classroom and community. We feel that when students have a strong sense of worth, they can become a more active and strong voice for good in the communities around them. Also as our students recognize the worth and strengths of others they can see the value in having these differences. By recognizing the strengths in having similarities and differences, we feel students will come to recognize the positive impact they can have as members of diverse families and communities

According to the National Council for the Social Studies, “Personal identity is shaped by one's culture, by groups, and by institutional influences.” More specifically Standard 4-e of the Individual Development and Identity in the early grades states that the learner will be able to “Identify and describe ways family, groups, and community influence the individual's daily life”. Helping students understand that they are an important part of their family and community is one way we feel we can meet this goal. This goal will also be touched upon based on the Utah Core Curriculum Standard 2 where “students will develop a sense of self in relation to families and communities.” Due to the similarity of the national and state goals it is apparent that this is a major focus in the second grade. Students at this age are in a developmental level where they are still discovering their sense of self in relation to the world around them. We feel that children need continuous support and teaching that acknowledges their worth and value as individuals. Students will come into the classroom with varying talents, skills, abilities, and desires. It is important that we as educators recognize the strengths that each student has and help them to continue developing themselves so that they can go on into their homes and communities and make positive influence for good.

Our classrooms will be made up of students of diverse cultures, religions, and races and students need to learn to value the differences we have as individuals. The way we choose to behave based on our similarities and differences can impact our personal lives as well as the lives of those around us. Children must learn that things they do and say make a statement. Standard 2, Objective 1 addresses the goals for students to learn in relation to this area, “Describe behaviors that influence relationships with family and friends.” Several of the activities in this unit focus on students' choices and how those choices affect those around us. As citizens of this country we have a lot of freedom in our choices. By exploring the idea of choices and their impact on our families and communities students will begin to realize the importance of making good choices. Our behaviors also play a large part in our interactions with others because how we act can often time speak louder than the things we say. Activities and discussions are given to help students develop positive ways of dealing with conflict.

In affect, we have high hopes for our students. We want them to understand that our differences can make us stronger. Each of us as individuals is of worth and has something that is worth sharing. The community we have in our classroom should model the type of behaviors and choices that can lead to positive interactions in the home and outside community. We hope to provide a way for students to see more clearly their roles in relation to their families and community. The choices and decisions they make today will affect the people they will be tomorrow. The people they are tomorrow are our future. We want our students to first feel like they are of enough worth that they can offer something to the world. The students we have today will be the future of our nation. We feel that by teaching them early the beauty in diversity, value of self and others, and affect their choices and behaviors have on others, we can foster desires in them to go out and become positive and productive citizens of our country.

Teacher Background Information

In order to teach this unit, the teacher will need to be able to present and define various types of families and communities. It is important that teachers understand the diversity and uniqueness that is involved with this definition. By having a broad interpretation of families and communities the teacher can then present children with a greater scope of the diversity that is present all around us. Teachers will want to be able to point out similarities and differences; from family to family, community to community, families from the past to families from present, etc, etc. There are many literature resources that would be a great tool for making these comparisons. These have been listed in the joint appendices.

The teacher will also need to know the different roles that people play in families and communities and help students to understand the important influence they can have on their own family and community. One helpful idea might be visiting various places in the community where people have their different roles (e.g. policeman, fireman, principal, governor, butcher, baker, librarian, etc.). Another option would be to talk to some of these individuals and possibly arrange for them to come in as guest speakers to discuss our roles in the community.

The teacher should also become familiar with the community he or she is teaching in and be aware of resources, traditions, history and cultures that are present. The teacher should understand the differences and similarities of the community today and in the past and also be prepared with information on how students can become more involved in their community. It would also be beneficial to the teacher to develop an understanding of the student's families, cultures and beliefs. This can be done through surveys, home visits, and parent conferences. This can help the teacher to better understand the diversity in the classroom and guide students to value their own unique qualities they possess as individuals and how those qualities can be a benefit in our homes and communities.

In this unit students will learn what family and community are, what their role is in their family and community, resolving conflict, and how their choices affect self, family and community. Teachers need to have background information in all of these areas. Below is a list of possible resources for teachers to gain information. More resources are listed in the appendices at the end of the unit.

Resources:

- Video- City, Suburb and Rural Communities (available at City/Region education centers) refer to www.uen.org 2nd grade social studies curriculum.
- www.familyeducation.com
- Taylor, Sonya Abbye, et al. Living in Our Communities. Steck-Vaugh. 1997
- Local Newspapers

Unit Issue: How am I an important part of my family and community?

<p>Social Skills: Conflict resolution. Acceptance of differences. Class Meetings. Trust, respect, and acceptance related to peers and community. Group discussions and interaction. Student involvement and participation within their “families.”</p>	<p>Student Reading, Literature, and Read Alouds: <i>What is a Community from A to Z</i> by Bobbie Kalman. <i>The Rag Coat</i> by Lauren Mills. <i>On My Street</i> by Eve Merriam. <i>All Families are different</i> by Sol Gordon. <i>All Kinds of Families</i> by Norma Simon. <i>Who is in a family?</i> by Robert Skutch. <i>Ox-cart Man</i> by Donald Hall. <i>The Keeping Quilt</i> by Patricia Polacco. <i>Family Tree</i> by Coran Pierre. <i>Where Do You Go to School?</i> (An Easy-Read Community Book) by Caroline Arnold. <i>The Crayon Box that Talked</i> by Shane Derolf. <i>Once around the block</i>, by Kevin Henkes. <i>Cuadros de familia / Family Pictures</i> by Carmen Lomas Garza.</p>	<p>Oral Language: Groups will be presented with conflict cards and will orally develop a resolution. Groups will orally assess choices of members (choices will be decided by teacher and given to each group/student). Students will role-play conflict resolution.</p>	<p>Written Language: Students will keep journals through the unit with some content decided by students, and some decided by teacher. Use literature for writing workshop, notebooks, etc. Do a simplified “Where I’m From” poem</p>
<p>Social Studies: Choices that affect family and community. Compare and contrast family vs. community, family now vs. family past, community now vs. community past. Roles in family and community.</p>	<p>Art: Draw pictures of family and community. Collages of family/community. Advertising a community or school project (final class project decided by students). Class Mural.</p>	<p>Music: Students will make up their own class (community) song, and/or group (family) songs. Students will listen to songs about building community and personal value.</p>	<p>Science: Student will explore choices that affect pollution (factories, littering) and the choices of recycling. Students can explore some scientific discoveries or inventions that have changed our communities.</p>

<p>Physical Education: “Visit” community sights that have been set up in the gym. Students will do a physical activity determined at each location. Go on a class walk around the community. Go on a walk around school community (principal’s office, gym, nurse’s office, playground, etc.)</p>	<p>Math: Students will consider the varying types of family members, and different types of families (classifying). Students can compare number of members in families.</p>	<p>Technology: Internet research for information about past families and communities. Teacher can present power point presentations with pictures on various families, and communities. Students can create their own communities using <u>SimTown/ SimCity</u> series computer game.</p>	<p>Field Trips/Guests: Take a walk around the community observing people’s roles. Mayor could come in as a guest speaker. The class can visit city parks and see how the choice of littering has affected the park, then clean up the park.</p>
<p>Teacher Resources: The Herald Journal Teacherlink Parents of students. www.oneparentfamilies.org.uk www.familyeducation.com www.eduplace.com www.teacherlink.usu.edu www.teachers.net www.first-school.ws/theme1.htm www.discovery.school.com <i>Household and Family in Past Time</i> by Peter Laslett “The Role of the Family in Child Development”: Implications for state policies and programs. Vol. 46. By The Education Commission of the States. Report; no. 57. <i>The Making of the Modern Family</i> by Edward Shorter. <i>Human Behavior and Environment</i> edited by Irwin Altman and</p>	<p>Outcomes/Unit Goals: National Standard 4–e of Individual Development and Identity in the early grades. “Identify and describe ways family, groups, and community influence the individual’s daily life.” Utah Core Curriculum, Second Grade. Standard 2, “Students will develop a sense of self in relation to families and community.” Objective 1a, b, c, d, e.</p>	<p>Assessment: Class discussions. Teacher anecdotal notes. Class Meetings. Students’ journals. Students draw their community as pre- and post- assessments. Designing and carrying out the class project.</p>	<p>Accommodations for Learners: Write less in journal, depending on needs of student(s). Draw instead of write in journals. Orally express answers. Use pictures to describe community members and locations.</p>

<p>Joachim F. Wohlwill. <i>How Homophobia Hurts Children</i> by Jean M. Baker. <i>Living in Our Communities.</i> Steck-Vaugh. 1997 by Taylor, Sonya Abbye, et al. "Communities." ISSN: 0199-9346. This is a periodical that can be accessed through: http://library.usu.edu/</p>			
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Culminating Activity:
Class project (decided by students). Some examples may include cleaning up the park, creating a school-recycling program, cleaning up the school playground, etc.

Organization and Subject Matter Overview

Content Organization

This unit is developed for a time span of four weeks. It is developed for a second grade class but could be adapted for other grade levels. The unit is organized in the following weekly themes:

- 1) Week 1: What is a community and a family? What is a family and describe the diversity in families today. Students will learn about how families and communities are diverse and they will develop their own classroom family by being put in separate diverse groups. These diverse “families” are who students will work with throughout the unit. The students will also compare and contrast similarities and differences in communities and families past and present.
- 2) Week 2: Roles in family and community. Students will discuss different roles in the family and community. They will also reflect on how their roles in their family and community affect others as they make decisions. Students will get together and make rules and regulations within their classroom family. The class will have a discussion on how rules affect us if we do not follow them.
- 3) Week 3: Choices we make in our family and community. Students will go over different problems they will have to face while trying to make decisions in their family and classroom community. Students will be given different problems they have to resolve within their family which relate to problems they may have to solve in their “real” family. One example of a learning technique taught this week is conflict resolution.
- 4) Week 4: Taking Action in my family and community. This last week will be a review of everything they learned in the previous weeks and how they can “take action” in their community with what they learned.

Weekly Learning Activities Chart

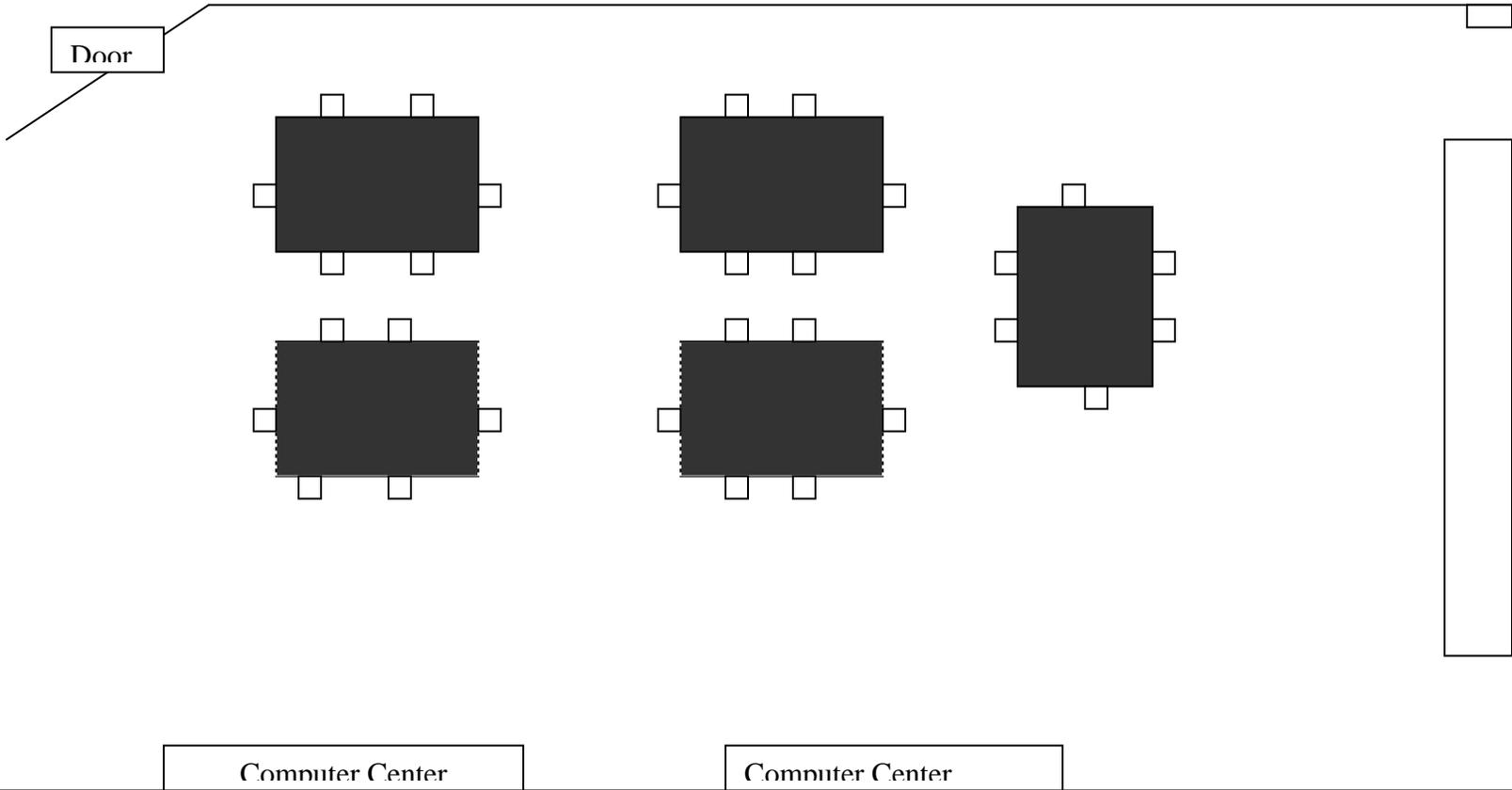
How am I an important part of my family and community?				
Topic	Week 1	Week 2	Week 3	Week 4
	Communities-Similarities and differences.	The Role in my family and community.	The choices we make in our family and community.	Taking Action.
NCSS Standard	National Standard 4-e of Individual Development and Identity in the early grades. “Identify and describe ways family, groups, and community influence the individual’s daily life.”			

<p>Utah Objective</p>	<p>Standard 2, objective 1 for the Second Grade</p> <p>Describe behaviors that influence relationships with family and friends.</p> <p>Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect). Identify benefits of cooperating and sharing. Explain how families and communities change over time. Recognize how choices and consequences affect self, peers, and family. Identify behaviors that might create conflict situations and ways to resolve them.</p> <p>Standard 2:2 Examine important aspects of the community and culture that strengthen relationships.</p> <p>Explain why families, schools, and communities have rules. Compare rural, suburban, and urban communities. Relate goods and services to resources within the community. Participate in activities that promote public good (e.g., respect cultural and ethnic differences, identify community needs).</p>			
<p>Learning Activities</p>	<p>Introduction to classroom community-categorize different families using picture cards-stereotypes and non-stereotypes.</p>	<p>Personal responsibility in the classroom family. Class cooperative activity to complete a task.</p>	<p>Conflict resolution. How can I resolve problems that affect me? Create a classroom set of steps for conflict resolution. Extend the use of steps to situations outside the class.</p>	<p>Brainstorm and decide on an idea for a class project that will have a positive impact on our community.</p>

	Diversity in the community and in families- “We are all alike, we are all different.”	My role in the community and family. Create classroom yellow pages.	How do decisions I make affect others? Each family reads scenario cards and discusses how the choices made affect family, self and community.	Create a class list of steps needed to carry out this project.
	Compare and contrast families and communities past and present.	How do we affect others in our family and community? Class mural.	Have a class meeting about choices that are being made in the classroom. Include conflict resolution.	Delegate roles for carrying out the project. Prepare roles/materials.
	Building a classroom family.	Developing rules for our classroom family and how to follow those rules.	How can individual choices make an impact in the community? Bring in guest speakers from community.	Carry out project.
	Bring in family pictures and create a collage or biography about self and discuss how everyone is different.	Take a field trip around the community. Identify members of the community and how they work together to get things done. Invite members of the community to come in as guest speakers. (e.g. policeman, fireman, governor, principal)	Write in journal or write a narrative about a choice the student has made and how it affects self, family or community.	Depending on the complexity of the project, evaluate its effectiveness. (Evaluation may have to take place at a later date.) Have students draw a picture of their community or family as they see it now. This can be used as a post-assessment.

Organization of the classroom

The desks will be put into 5 groups of six people each. The students will mostly work together as a family for the remainder of the unit.



Goals and Objectives

This unit plan has been created in alignment with the standards that have been outlined by the National Council for the Social Studies. The standard that we chose as a basis for our goal is listed under Individual Development and Identity, 4-e, for the early grades. It states that students will, “Identify and describe ways family, groups, and community influence the individual’s daily life.”

We have also aligned this unit with the Utah State Core Curriculum for Second Grade. Standard 2 states that, “Students will develop a sense of self in relation to families and community.” We have used Objective 1, “Describe behaviors that influence relationships with family and friends,” for planning. The areas within this objective are:

- a. Describe characteristics of healthy relationships.
- b. Identify benefits of cooperating and sharing.
- c. Explain how families and communities change over time.
- d. Recognize how choices and consequences affect self, peers, and family.
- e. Identify behaviors that might create conflict situations and ways to resolve them.

The overall goal of this unit is to make students aware of the important roles they play within their families and community. This unit goal supports the national and state goals and objectives. To teach this concept we will closely follow the state curriculum outlined in Objective 1. By studying the following areas students will gain an understanding of their roles, and how they choose to play those roles can affect others.

Students will explore similarities and differences of families and communities in the past and present. This will show students that these groups change over time, and how choices have affected those groups and time periods. This will give students examples of how roles of people affect families and communities. An example of a goal written in a lesson plan is, “Given picture cards of different families, students will create their own diverse family. This goal supports the learning that there are similarities and differences in families and communities today. This goal also helps the student understand that not all families are made up of just a mom, a dad, a brother and a sister. Some families include grandparents and adopted siblings and even people from other ethnic backgrounds.

Students will investigate their roles in their family and community; they will explore their personal family ties, their “family” ties within the classroom, and also their tie to the community. Learning about sharing and cooperating and learning about the characteristics of healthy relationships, students will better understand the roles they play in their family and community. Conflict management will also be used to teach students about their roles, and how to solve disagreements in a positive way. “Given art materials students will help create a class bulletin board displaying the various roles people may play in our community and how they work together to get things done.”

We will be teaching the concept that choices affect the relationship students have with their family, friends, and community. Students will learn how to make choices that will positively affect these areas. An example of a goal written for a lesson plan is, “Given situations written on cards and brainstorming possible outcomes, students will recognize how choices affect themselves and others.” This goal supports the learning of the overall unit goal because students will be learning, through hypothetical situations, how choices affect others.

After studying and learning about past and present, roles and conflict, and choices, students are ready to take action and apply what they have learned. Students will create a class project that will positively affect their school or community. Students will be in charge of deciding roles, resolving conflict, and choosing the project. An example of a goal for a lesson is, “Given teacher prompt and guidance, students will use conflict management, choices, and roles to decide on a class project and steps needed to carry-out the project.” This goal upholds the overall goal of the unit that students’ choices and behavior relates to their community, and can affect it in a positive way.

Through out this unit students will explore the diversity that is included within each family, and within each community. Diversity can be explored in the past and present, within roles of family members and community members, and within choices. By exploring diversity within these areas students will develop sensitivity to these differences, and they will develop an acceptance and appreciation of these differences.

Title of lesson: Diversity in Families

Time Allotted: 45 minutes

Grade Level: 2nd grade

Number of learners:30

Unit Theme:

How am I an important part of my family and community?

Day 1 of Unit-Diversity in Families

Standards Met:

National Standard 4-e of Individual Development and Identity in the early grades.

“Identify and describe ways family, groups, and community influence the individual’s daily life.

Standard 2, objective 1 for the Second Grade

Describe behaviors that influence relationships with family and friends.

(Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect). Identify benefits of cooperating and sharing. Explain how families and communities change over time. Recognize how choices and consequences affect self, peers, and family. Identify behaviors that might create conflict situations and ways to resolve them.)

Standard 2:2 -Examine important aspects of the community and culture that strengthen relationships.

(Explain why families, schools, and communities have rules. Compare rural, suburban, and urban communities. Relate goods and services to resources within the community. Participate in activities that promote public good (e.g., respect cultural and ethnic differences, identify community needs).

Goal: The learners will be able to compare and contrast similarities and differences in families and communities past and present.

Objectives: Given picture cards of different families, students will create their own diverse family by putting the pictures into pairs and families. Students will then develop their own classroom family by pairing up into groups.

Materials Needed:

“We are all alike, we are all different” a picture book written by the Cheltenham Elementary School, picture cards with photos of people of all diversities, paper, crayons or markers and pencils, different colored dot stickers.

Motivation: The teacher will start the lesson by reading the book entitled, “ We are all alike, we are all different” written by the Cheltenham Elementary School Kindergartners. This book touches on how we are all different in so many different ways but we have a lot of similarities too.

Procedures:

1. After reading the book, we will have a short discussion of how we relate to some characters in the book. Have students tell a friend how they are similar and how they are alike and how they are different. (5-7 minutes).
2. Have students go back to their groups of tables. On each table, there will be picture cards in an envelope. A sheet of paper will be in the envelope as well asking specific questions. Students will categorize the picture cards into pairs or families and answer the questions on the paper. Some sample questions may include: “ What makes a family? Why? Are families different in different places? How does culture and the community influence different families? What are similarities and differences in your “made up” families? Which families would get along and which families would fight? (30 minutes).
3. As students finish their activity, the teacher will then go around and put a different colored sticker on each student classifying them into 6 different diverse group family. (Have the teacher assign the groups so students won’t go with their friends). The teacher will then ask the students to stop their activity and explain to them that they are now classified into different family groups according to their color. The teacher will explain to the students that the group they were categorized was their classroom family. The class will then migrate to their different families and remain in their families for the remainder of the unit. (5 minutes).

Accommodations: Each student will be accommodated in this lesson. If there is a student with disabilities, they will be put in a group that will accommodate their needs. Each group will be able to work together categorizing pictures to help second language learners.

Closure: I will remind the students what we learned today and briefly go over that every family is alike and different. I will also review on how important it is to know although families are very diverse we all have similarities. I will remind the students that this unit is going to be ongoing for the next 4 weeks.

Assessment/Evaluation:

Throughout the lesson, the teacher will observe the different groups while they categorize the picture cards into different families. The teacher will also observe if each student is participating in the activity. The teacher will assess the students on how they answer the worksheet given to them. The teacher will be able to evaluate

how well the students grasped the idea that there is diversity in families and communities.

Extension: Groups that finish early with their picture categorizing can draw pictures of their families or they can tell a friend a story about their family.

Teacher Reflection:

How was this activity effective in the class?

Did the students understand the concept that was being taught?

How did the students react when they were put into separate family groups?

Title of Lesson: Roles in our community

Teacher(s): Kelly Wolff

Date: Week 2 Day 1

Time Allotted: 60 minutes

Grade Level(s): 2nd Grade

Number of Learners: 30

Unit Theme: How am I an important part of my family and community?

Standard(s) Met: (see below)

Goal: The learners will be able to identify and describe ways family, groups, and community influences the individual's daily life and personal choices (NCSS 1e); develop a sense of self in relation to families and community (Utah Core Standard 2 Obj. 1).

Objectives: Given [materials] the learner will discuss many of the things that make up a community and the different roles that members play, then create their own community member based on their discussions to add to a class board called "Our Community Circle" in order to learn about the different members/parts of a community, how they are each important, and how by working together they can make the community a better place.

Materials Needed:

- *On the Town* by Judith Casely
- construction paper (a variety of colors)
- glue
- craft items
- pencils
- crayons
- scissors

Motivation: Have students gather together in your designated reading spot. Start by telling them that we will be talking about communities today and to start we will be reading a book about many of the things that make up a community. Ask them first if they think they can name some things that make up a community. Take answers and then tell students that we'll now read the book and see if we see some of the things we talked about, or some new things we didn't think about. Read the book *On the Town*. After finishing the book talk for a minute about who, and what they saw in this community.

Procedures:

1. Teacher will begin discussion with students by explaining that we work in different groups every single day. Ask students if they can think of some groups we work together in every day (families, classroom). Then ask: "What do we do in our classroom to work together?" "What kinds of things do we do to help each other out?" "What about in families? How do families help each other out?" Explain how by working together we're able to get things done in our homes and in our classroom. Refer back to the book and how our homes and our school

- are parts of a community. "Everyone in the community is like one big family, so everyone needs to help out to keep the community running."
2. Have students help you list on the board different members of the community that help out. Ask students how the community would be different if we did not have these people around to help us out.
 3. Have each student select one community member. Tell students to open up their journals and write a few sentences about what that person does and how they help out our community. Tell them that they will be create a "triangle community member" to add to a class bulletin board called "Our Community Circle."
 4. Have construction paper available. Have students fold one piece in half, hot dog style, then cut on the folded edge around the top corner. The cut should create a triangle. (Teachers should model this) Students can use their scraps, or scraps from others to create the arms and legs. The teacher should be sure to provide plenty of materials for decorating the triangle persons reflecting an actual community member.

Accommodations: It may be helpful for the teacher to bring in photos of people in the community for reference. If students are having trouble cutting their triangles the teacher can assign several "triangle cutting experts" who can help those students. To save time the teacher could also already have triangles cut out.

Closure: Students will be given an opportunity to present their completed projects to the class. They will share what they created and what role that plays in the community. The created pieces will then be placed on the "Our Community Circle" bulletin board. (These can be placed in circle with words in the middle). The teacher will then remind children how working in a community means people working together to get things done. We work in many different groups and it is important to be willing to work together. We need to be able to work together in our classroom, our home, and our community.

Assessment/Evaluation: Teacher should be observing students as they work on their community members to see if they can name who they are and how they contribute. This will also be evident as students present their projects to the class. The students journals will also be useful to see if students were able to reflect on how important it is for communities to work together and how everyone can be an important part of the community. As the class discusses community the teacher can also make note of student answers and even ask students specifically if needed.

Extension: Students can do more research into what makes up a community. They can use the Internet to find information on specific parts/members of their community. Students could also compare their community to other communities.

Teacher Reflection:

Adapted from lesson by Brandy Knieriem @ <http://www.eduref.org>

Title of lesson: My choices

Teachers: Sara Souza

Date: 10/26/04

Time allotted: 40 minutes

Grade Level: 2

Number of learners: 24

Unit Theme: How am I an important part of my family and community?

Goal: National Standard 4-e of Individual Development and Identity in the early grades. The learner will be able to “Identify and describe ways family, groups, and community influence the individual’s daily life”.

Objective: Utah Core Standard 2; objective 1. “Students will develop a sense of self in relation to families and community.

Given situations written on cards and brainstorming possible outcomes, students will recognize how choices affect themselves and others.

Materials: 2-3 scenario cards for each family, pencil and paper.

Motivation: Read aloud to class We can get along: A child’s book of choices. Discuss the book and the impact of the choice that was made.

Procedures:

1. Review previous discussions on choices. Ask questions such as “Why are the choices we make important?” “How can our choices affect others?”
2. Tell the students that today they are going to have the opportunity to use the information they have learned about choices and the affects they can have on self and others to make some choices and brainstorm the affects that could come from these choices.
3. Tell the kids that as a family they will read a little story or scenario from a card and then they will have to decide how the choice that was made in the story could affect the person, his or her family and the community. Have students brainstorm as a family and write their ideas down.
4. Role play one of the scenarios for the entire class before having them break up into groups. Model your thinking and write your thoughts and ideas on chart paper so the class can see. Allow students to contribute their ideas and ensure students understand what you are asking them to do.
5. Students gather as families and work on the scenarios. Teacher should circulate the room and make anecdotal notes about observations of student behaviors, comments, participation. Ask families questions about their ideas.

Accommodations:

Families can role play the scenarios to make activity more visual and interactive, scenarios can be read to students, and families who finish early can be encouraged to think of more possible outcomes or can create their own scenarios

Closure: Summarize by having students share some of the ideas they came up with and their feelings about the activity.

Assessment:

1. Teacher can circulate during the activity and take anecdotal notes to assess understanding, and evaluate effectiveness of the activity.
2. Having groups share their ideas and outcomes can give insight into understanding.
3. Students can write about affects of their choices in their journal.

Extension:

Students can create their own scenarios, they can write about a choice they made in their own life and the impact it had on self or others during writing time, students can role play situations, as a class choices and the affects of the choices in the classroom can be analyzed.

Title of Lesson: How can we help?

Teacher: Jessica Cole

Date: Week 4, Day 1

Time Allotted: 40-50 minutes

Grade Level: 2nd

Number of Learners: 30

Unit Theme: How am I an important part of my community?

Standards Met: NCSS – Individual Development and Identity in the early grades, 4-e. Utah State Core Curriculum – Standard 2, “Students will develop a sense of self in relation to families and community,” Objective 1, “Describe behaviors that influence relationships with family and friends.”

Goal: The learners will decide on an idea to carry out as a class project.

Objectives: Given teacher prompt and guidance, students will use conflict management, choices, and roles to decide on a class project and the steps needed to carry out the project.

Materials Needed: *What is a Community from A to Z* by Bobbie Kalman, white board or chart paper for brainstorming, and a writing utensil. Paper and pencils for students.

Motivation: Read *What is a Community from A to Z* to the class (5 minutes).

Procedures:

- Briefly review what the students have learned over the past three weeks about family, community, roles, and choices in a discussion (3-5 minutes).
- Introduce goal for class project (to create and carry out a plan that will help our school or community). Link to the book everything that is included in the community and all of the possible ways we could help our school or community.
- Ask students to brainstorm ideas for a project, as a class, while you write the ideas on the board. The whole class format gives the opportunity for the teacher to guide student ideas, but do *not* discard any ideas. (10 minutes).
- The class will agree on one project.
- Each “family” will then list steps that need to be taken to fulfill this project (10 minutes). Roles can be assigned here. Depending on the size of the families some suggestions are: one student writes, another reports the list to the class, another watches the time, and another makes sure everyone has participated.

Accommodations:

Depending on the strengths or needs of students, roles for the small group activity can be assigned to fit the students’ needs.

If class has a difficult time brainstorming ideas, the teacher can offer suggestions and guidance, or even decide on a project.

Closure: Review the idea for project, tell each family to keep their list because we’ll share it later & create a class list of steps.

Assessment/Evaluation:

The teacher will take student ideas during brainstorming as data for understanding of community and how our choices can make our community a better place. Notes can be taken during this time if wanted or needed.

During small group work, teacher will visit each group and listen to the steps the group has come up with. Questions can be asked, and anecdotal notes can be taken to assess individual participation, use of conflict management, roles, and choices.

Extensions:

Talk about why certain projects would be better to do than others. Students would have the opportunity to talk about cause and effect, long-term effects of different projects. This is a discussion you may want to consider if the teacher decides on picking the project. This conversation offers students the chance to express other views about community, besides those covered in this unit (like business, jobs, homelessness, lay-out, etc.).

Teacher Reflections:

Was this an appropriate activity for the understanding of the class?

What pre-planning could have been done to help the lesson move along?

Were the assessments used appropriate for the activity?

Reflect on assessments, and determine student understanding of concept.

Are students enthusiastic about the project? If not, do we need to choose another project?

Assessment

We feel that assessment should be one of the top priorities throughout the unit. With assessment we can adapt and guide our teaching, as we understand where our students are and where they are going with their learning. Therefore, assessment throughout this unit will be ongoing. Opportunities are offered on a continuous basis throughout the unit whether it is observing and taking notes or through specific activity performances.

As part of the introduction to the unit we will be specifically discussing what a family and community can be defined as. Before actually beginning discussions on these topics the teacher will want to have an idea of the students understanding of family and community. The teacher will provide paper, crayons, and other drawing materials. Students will be asked to create a community. It may be important to tell students it's okay if their picture looks different than others. Based on this **pre-assessment** teachers can have a better understanding of what misconceptions may be present, and from there know specifically what information should be discussed and explored as the a definition of family and community are discussed as a class.

Students will have **journals** that will be used throughout the unit. Journals will be a way for students to reflect each day on observations, new insights, ideas, feelings, etc. There will be days where the teacher may specify what they would like the students to reflect on. However, most of the days they will give students the option of writing, drawing, listing, etc., basically, describing in their own way their reflections for the specific days activities. These journals will in themselves be a way for the teacher to assess students' comprehension in the unit. The teacher should take the time to respond with brief comments or questions on the reflections at least twice a week.

Throughout the unit students will participate in **classroom discussions** on the topic. These discussions will be an opportunity for the teacher to assess if students are beginning to grasp the big picture. A large part of this unit is helping students to see the valuable part they can play in society. Throughout these weeks it will be important for the teacher to be aware of students responses and help students to understand many of those qualities they possess that are great. As students reflect on their own roles in with family and community teachers will need to be sensitive to issues that may arise. Again, with attentiveness to responses, or a lack thereof the teacher can know those students that may need additional support.

Many of the activities will be mostly student-directed allowing for the teacher to circulate around the room observing. The teacher can take **anecdotal notes** on students to assess the understanding, and to evaluate the effectiveness of the activity. These anecdotal records can be highly affective because they are portable and efficient as a student wanders around the class. Also, these notes can be added to folders for each student that may hold notes the teacher records, students' work, and other useful information. The teacher will want to ensure that they are observing and taking notes on all students. It may be helpful to have students each day that you specifically want to watch and record. Basically, just keep track to ensure that each student is being observed.

If **class meetings** are already a part of classroom rituals then this can provide a great opportunity for teachers to assess students understanding of respect, trust, etc. in

their own classroom community. If class meetings are not already a part of your classroom this unit may give a great opportunity to introduce and use it.

Throughout the unit students will be connecting information from each days activities that will help in the **culminating activity** of the unit. Students will brainstorm together to discuss what it is they want to do for the community. This will be some type of project that the students will come up with and implement together. This will be the final assessment tool as a teacher can observe how students work together, the part they want to play, and the ideas that will be brought forth. Students may need some ideas and scaffolding, but their thoughts and ideas brought forth will help a teacher to evaluate much of the unit.

Appendices

Internet Resources

www.uen.org/core

www.ncss.org

www.lessonplanspage.com

© This site has a variety of lesson plans and ideas about community.

www.oneparentfamilies.org.uk

www.familyeducation.com

www.eduplace.com

www.teacherlink.usu.edu

www.teachers.net

www.first-school.ws/theme1.htm

www.discoveryschool.com

Children's Books

What is a Community from A to Z by Bobbie Kalman

The Rag Coat by Lauren Mills

On My Street by Eve Merriam

All Families are different by Sol Gordon

All Kinds of Families by Norma Simon

Who is in a family? by Robert Skutch

Ox-cart Man by Donald Hall

The Keeping Quilt by Patricia Polacco

Family Tree by Coran Pierre

Where Do You Go to School? (An Easy-Read Community Book) by Caroline Arnold

The Crayon Box that Talked by Shane Derolf

Once around the block, by Kevin Henkes

Cuadros de familia / Family Pictures by Carmen Lomas Garza

Adult books/articles

Household and Family in Past Time by Peter Laslett

"The Role of the Family in Child Development": Implications for state policies and programs. Vol. 46. By The Education Commission of the States. Report; no. 57.

The Making of the Modern Family by Edward Shorter.

Human Behavior and Environment edited by Irwin Altman and Joachim F. Wohlwill.

How Homophobia Hurts Children by Jean M. Baker.

Taylor, Sonya Abbye, et al. *Living in Our Communities*. Steck-Vaugh. 1997

"Communities." ISSN: 0199-9346. This is a periodical that can be accessed through:

<http://library.usu.edu/>