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Lesson Plan #1

2nd grade – Content (social studies) lesson plan

This is supporting the following Utah State Standards:

- Language arts – Standard 1 – Oral Language –Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting
- Content – Students will develop a sense of self in relation to families and community
- Content – Students will develop an understanding of their environment

This is also supporting the TESOL standards by:

- Proficiency standard 5 – English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.
- Because it is second grade these students are geared to “learning to read”
- Contains the usage of the 4 domains
- Contains the adaptations for the 5 levels of proficiency

Content objective:

- Students will be able to identify the differences between rural, suburban, and urban communities. As well as give examples

Language objectives:

- Students will listen as:
 - I describe a series of pictures, words, and sentences what **rural, urban,** and **suburban** communities are.
 - As their peers relate to the class a drawing they have made about their group members community, based on the 7 sentences their group member has written about their community.
- Students will mimic my large glossary on the board and build their own.
- Students will be able to identify, through a series of pictures, words, and sentences, what type of community they live in. – Shown by taping their name under which community they live in.
- Students will read sentences of their group member and draw a picture based on their group member’s description of their community. Using key words such as suburban, rural, or urban. As well as other words, those are listed on the board in my large glossary.

- Students will orally share their group member’s description of their community/future community.

Background

- Introduce communities - ask what type of community they lived, or live in and how they know
- Ask them to take a minute and think about the community they live in, what do they find is different or the same as what I have described.

Activities

- I will create a large graphic organizer on the board
- Students will receive a packet and will paste what I have shown on the board in their “glossary notebook”
 - Contents of the packet will be: pictures, words both in L1 and L2, worksheet with helper sentences for those who need them
- Students will write sentences, pass to the right in their group. (on both their community now and future community)
- Students will then draw a picture based on description in sentences
- Students will orally present:
 - What community their group member lives in
 - What community they would like to live in, in the future

<p>Stages A&B Pre-Emergent/ Emergent</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be given pictures that define the different types of communities – the entire class will follow as I model a larger diagram on the board and build a glossary, we will use L2 and give L1 equivalents as needed. • Students will use helper sentences in description of their community or future. They may use L2 if they cannot think of the word in L1. • Orally present group members community using the 7 sentences. Students will also share with the class what type of community they would like to live in and why - using glossary as an aide, as well as helper sentences
<p>Stage C Intermediate</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Students will be given pictures that define the different types of communities. The entire class will follow as I model a larger diagram on the board and we will build a glossary. • Students will describe their community sentences. • Student will describe what community they would like to live in using future tense and simple sentences. • Students will orally present their group members community as well as what community they themselves would like to live in, in the future. Students will support themselves with simple sentences.
<p>Stage D & E</p>	<p>Students will:</p>

Advanced/ Fluent	<ul style="list-style-type: none"> • Be given pictures as well as words that define the different types of communities. The entire class will follow as I model the building of the glossaries. • Students will describe in 7 sentences what type of community they live in using key words. • Students will present their group members community through a drawing they made. They will also be prompted to tell why this may be a fun community. • Students will give a good description in future tense of what type of community they would like to live in and why. –Expecting more detail
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Strategies

- **Cognitive** – Graphic organizers
 - As they build their organizers they will begin to build a foundation of what the different communities are. They will also be able to refer to this in their glossary.
 - Oral presentation – be able to speak in public setting
 - Learning about others – building a better classroom community
 - Reading other’s sentences – it may be easier to ask a peer what a word means, rather than a teacher.
- **Metacognitive**
 - Building sentences – Learning sentence structure as well as familiarizing themselves with words
 - Visualizing – how are they going to draw what the person has written – practicing visualizing for different projects they will have in the future.
 - Making connections – between where they live and others, what is the same and what is different. Also helping to build the classroom community
- **Herral & Jordan**
 - Preview/review – use in watching me make my graphic organizer/glossary. Making their own. Builds a foundation and shows accurate meaning of words.
 - Language scaffolding – having them present out loud, as well as using written language.
 - Visual scaffolding – building their glossaries
 - Cooperative learning – grouping strategies – this is sometimes easier for students to get involved and engaged in their classroom community – as well as receive, and give peer help – something I would like to be fostered in my classrooms.

Grouping – I have decided homogeneous grouping for this lesson because I expect the students who speak in L2 to use L2 when relating and helping group members. It will also be easier for those who are at lower skill levels to use L1 to relate to others who use the same L1 when a group member has a question. Not all higher skilled students in L2, know the L1.

Formative

- Reviewing for understanding in “glossary notebook”
- Frequently stopping to check for understanding

Summative

- Listening to their presentation. Looking at their drawings
- At the end. Have students tell me through a number of 1 to 5 hidden in their hand. 1 being they had a hard time or 5 they really understand
- This will also be a good tool for me to gain a better understanding of the Child