Lesson: “Time, Continuity and Change”

Approx. Time: 30-35 minutes

Intended Grade Level/Age: 2nd grade

Indiana Academic State Standard(s):
- Language Arts 2.4.3: Find ideas for writing stories and descriptions in pictures or books.
- Social Studies 2.1.2: Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. (Individuals, Society and Culture)

Lesson Objective(s):
- Using examples from the book and their own experiences, the student will explain changes in their own community in at least three descriptive sentences.

Assessment:
- On one side of a paper, the students will generate a list of their ideas on how their community changes. This will serve as the pre-assessment.
- On the other side of a paper, the students will attempt the objective by writing at least three descriptive sentences about how their community changes.
  - The teacher will look for changes in their ideas, a more developed thought process about the changes and more ideas than the pre-assessment list.

Advanced Preparation:
- Obtain a copy of one of Jeannie Baker’s picture-only books: Window or Home.

Procedure:

Introduction: “Today we are going to be looking at how a community changes over time. First, I would like to find out what you already know about this topic—so let’s activate our schema and generate a list of ideas independently. I want you all to make a list of things that you think change in a community.” (Gardner’s: Interpersonal and Verbal/Linguistic)
Step-By-Step:

1. Pass out papers to students and have them work independently on their lists/maps of changes that they have seen and heard about in the community. (Allow about 5 minutes.)

2. When all students finish, have the class generate a list of changes on the board together, sharing ideas and changes from student generated lists. (Allow about 5 minutes.) (Gardner’s: Interpersonal and Visual/Spatial)

3. Guide students in looking at the picture-only book in a large group setting by asking guiding questions, including but not limited to:
   - “What do you see happening on this page?” (Bloom’s: Comprehension)
   - “What has changed since the last page?” (Bloom’s: Synthesis)
   - “What do you think will happen on the next page?” (Bloom’s: Synthesis)
   - “How do you think the person looking out the window has changed?”
   - “How much time do you think has passed since the last page?” (Bloom’s: Analysis)
   - “Do you think that the changes that you noticed were positive or negative for the community?”
   (Allow about 10-15 minutes.)

4. Ask students to return to their desks and flip their list over.

5. On the back of their list, students should write AT LEAST three descriptive sentences that explain how a community might change over time. (Allow about 5-10 minutes.) (Gardner’s: Intrapersonal and Verbal/Linguistic)

6. If time allows, students should be allowed to share their writings with the class.

Conclusion: “Good job, boys and girls! You all thought of so many changes that you have witnessed, or that you saw happening in the book! I was so proud of how you could interpret the pictures in the book to tell the story—even when there were no words. You are very creative and smart thinkers! We will talk more about community in the upcoming weeks and I hope that you will keep these changes in mind when we learn about other factors and occurrences in the community.”

Adaptations/Enrichment:

Student with Reading Learning Disability/Difficulty: These students may actually show strength in picking out main ideas from the book’s pictures, because they may rely more on picture cues in regular story books than other stronger readers would. These students should not necessarily need adaptations/modifications in the task, unless writing is also a struggle.

English Language Learner/English as a Second Language: Students may need additional assistance in forming proper English sentences and spelling words. These students could be allowed to work in a small group with a helper/aide who can help develop the students’ written expression.
**Student with Autism Spectrum Disorder:** These students should be monitored and checked on to make sure that they are not overwhelmed or over stimulated. The students should be allowed to work in their special area of the classroom and should be allowed to do sensory activities during the activity if needed.

**Student with Behavioral/Emotional Issues:** These students may not need modifications/adaptations to the task; however, where they are sitting during the book viewing and when trying to work independently should be taken into consideration. If they become disruptive to others when at their desk, they could be removed from their desk and placed at the small group work table.

**Student with Gifts and Talents in Creativity:** If students finish their three descriptive sentences early, they could be challenged with the task of drawing a before and after pictures of a community after it has gone through the changes that they wrote about in their descriptive sentences. *(Gardner: Visual/Spatial)*

**Self-Reflection:**
- Was this task appropriate for the level that my students currently are at?
- Would this lesson have fit better at a different time of the year, like in another social studies unit?
- Did my students understand what was expected of them when I said that they should write “three descriptive sentences”?