

Lesson Plan

Lesson: Our Community

Length: 5 Classes days with 30 – 45 Minutes each

Age or Grade Level Intended: 2nd Grade Social Studies

Academic Standard(s):

2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Core Standard)

Performance Objective(s):

When creating a classroom ABC book on Fort Wayne, students will research their assigned topic to create a page.

Assessment:

The teacher will grade the pages of the book based on a checklist.

Advance Preparation by Teacher:

- List of page ideas for the teacher
- Books about Fort Wayne
- Pieces of cardstock or poster board cut to the same size
- Markers, Crayons, Colored Pencils
- Magazines – Midwest and Sports Illustrated particularly
- Example of ABC Books
- Copies of Checklist and Idea List
- Have a Fort Wayne word search for those that finish early

Books Used in the Lesson:

Isadora, R. (1983). *City seen from A to Z*. New York: Greenwillow Books.

Johnson, S. (1995). *Alphabet city*. New York: Viking.

Procedure:

Introduction/Motivation:

Day One:

Today we are going to talk about Fort Wayne Community. Let's brainstorm and make a list of things that can be found in Fort Wayne and distinct to the community (Gardner – Visual). Let's start by thinking about a few questions.

(These questions should be written on the board ahead of time, as said the ideas provided should also be listed on the board.)

- 1.) Now since I am not from Fort Wayne and all of you are can you help me with a special project? I would like to make an ABC book about Fort Wayne, so lets go through the alphabet and come up with words that start with each letter of the alphabet.

- 2.) What are some community celebrations? (Bloom – Knowledge)
- 3.) What are some symbols (a material object representing something or distinctive) of Fort Wayne? (Bloom – Analysis)
- 4.) What are some traditions of Fort Wayne? (Bloom – Knowledge)
- 5.) Why do people come to Fort Wayne? (Bloom – Comprehension)
Based on these questions what do you already know about Fort Wayne?
- 6.) I brought some examples of ABC books. What do you notice about these books? (Bloom – Application)

Day Two:

- 1.) Begin by rewriting the previous days ideas on the board.
- 2.) The teacher will bring in books that have facts about Fort Wayne and read important facts to the students.
- 3.) At the end of all of this, write the alphabet on the board – allowing space for other writing.
- 4.) Then combine the two lists into one, by writing the brainstorming list next to the corresponding letter.
- 5.) Make sure the list is copied down for the next days lesson.

Day Three:

- 1.) Have the list copied on the board.
- 2.) Each student will draw a letter from a teacher (one teacher has the easier letters while the other has the more complicated letters, the teacher will decide which teacher the student will draw from).
- 3.) Each student needs to write down their name on the back of their letter card.
- 4.) Then each student needs a piece of notebook paper. (Teacher will float around helping as needed during this process)
 - ~ Name
 - ~ Letter
 - ~ Copy the words from the board that start with the same first letter.
 - ~ Brainstorm list of words that start with the same first letter.
- 7.) Our book is going to be a little different though; we are going to use both words and pictures. Here is what I expect you to have on your pages, go over the checklist.
 - o Name
 - o A word that starts with the same letter, clearly stated
 - o A picture describing the word.
 - o Written description of the word.
 - o The page expresses the word correctly
 - o Neatness
 - o Rubric turned in
 - o Use of art supplies
 - o The page was shared to the class

o Good Communication Skills during presentation

- 5.) Collect all of the materials at the end of the lesson. After school, make a folder for each student with all of the needed information. The teacher will also read through all of these to help the student to select the most appropriate one for the project.

Day Four:

- 1.) Students will begin by reading the teachers comments and asking any questions that they might have.
- 2.) Then they will get a new piece of paper. At the top of the sheet they will write their name and then they must write four describing words about their topic.
- 3.) Once this is completed, the students will show their list to the teacher to be approved.
- 4.) If they get done with the list, then they will turn these words into the sentences.
- 5.) Now you are each going to create a page. We are going to begin by writing. Now in your writing you need to explain what the word you selected is and how it relates to Fort Wayne Community. Everyone needs to get a scrap piece of paper and practice write what you think should go on your page. When you are finished with that it needs to be approved by me before you can write it on your page.
- 6.) Once you have your description written on your good piece of paper, then I want you to draw a picture that also describes your word. Once again practice on a scrap piece of paper and show it to me before you draw it on your page. (Gardner – Visual/Spatial)
- 7.)

Day Five:

- 1.) Every student will begin with a word search puzzle on his or her desk. They will all spend time working on this.
- 2.) While this is going on the teacher will call back individual students to push them in the right direction. When they come back for the conference they will turn in their word search and be given the next step in the writing process.
- 3.) When they are done with their sloppy copy, then the teacher will give the students the nice paper and tell them to copy their story onto the lines.
- 4.) Then the students will bring it to be approved by the teacher.
- 5.) If all looks good, then they can draw a picture about their word.
- 6.) You are only allowed to use your coloring stuff once everything is approved by me and pencil lines are on your page. Here are the art supplies, make sure you only take what you need. Work on your page and let me know if you need any help.
- 7.) When this is done, then return the word search to be completed.
- 8.) Collect all materials and combine into the ABC book.

Closure:

Once everyone is done or close to being done we will clean up the art supplies and EVERYONE is going to share their page with the class and turn them in for a grade. (Gardner – Verbal / Linguistic)

Adaptations/Enrichment:

For Students that need Extra Work Time: Assign a specific word to these students, so that they can get started while the others are figuring out their word. I will be assigning the letters to each student; I will make sure that these students have words that they can relate to.

Gifted / Talented: Challenge these students by giving them the more difficult letters in the alphabet. Also make sure that the room is arranged so that these students are beside those that are struggling so that they can help one another on this project. (Gardner – Interpersonal)

Self-Reflection:

When I first wrote this lesson plan, I never thought that it would take five lessons to get this process done. I actually started out with taking two and ended up rewriting almost the entire lesson plan. At first I really struggled with the best way to present the information and I was quite stumped when I found out how little they know about the community that they live in. However, with the help of my cooperating teacher and the library I was able to learn new ways to teach the students about their community. One thing that I found that worked quite well was I wrote mini paragraphs about some of the topics that the students had background knowledge about a new topic. By the end of the lesson, it was great to see the students as mini experts on their topic. They REALLY enjoyed the writing and drawing element as well as the word search puzzle. I am looking forward to putting the book together and having the students share the book with one another as well as other teachers in the building.