

Grade: 2		Subject: Social Studies	
Materials: Where Am I PDF (printed 1 for each student, 2 for each teacher [one to complete and one already finished]). Stapler. Scissors.		Technology Needed: Teacher laptop, projector, Elmo Camera,	
Instructional Strategies: X Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning X Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: X Large group activity X Hands-on X Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.6.1 State the city, state, and country in which they live		Differentiation Below Proficiency: Students will complete the packet in sections and then join them all together. Above Proficiency: Challenge students to research different countries their states (provinces or territories) and their cities. Approaching/Emerging Proficiency: Students can identify characteristics of a city, state, and country. With their flip chart, they are able to create heir flip chart with little help. Modalities/Learning Preferences: This lesson is visual (video presented with the story being read), auditory (sound from the video and the lesson), tactile (students are using motor skills while they are cutting, coloring, and writing), and kinesthetic (stretches and moving at beginning of lesson).	
Objective(s) At the end of this lesson students will be able to identify, compare, and contrast the differences between City, State, and Country. Bloom’s Taxonomy Cognitive Level: Knowledge, Evaluation			
Classroom Management- (grouping(s), movement/transitions, etc.) The lesson begins in a whole group setting and moves into individual work. There will be reminders for transitions behavior and what I expect throughout the lesson. I will be demonstrating what I want them to do when they are cutting out the papers and what I expect there as well.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When the students are doing their stretches, I expect them to be behaving appropriately and following the leader (whether that be me or a student). When students are watching the video, and listening to the lesson it is expected that they are giving their full attention. When the students are cutting out the lesson, they are practicing safety. When cleaning up, they are doing it in an orderly fashion and keeping voice levels down.	
Minutes	Procedures		
30	Set-up/Prep: Open Youtube video - https://www.youtube.com/watch?v=b0cjSXC2rHE , print pdf for each student in the classroom, complete flip chart for example, Have one unfinished flipchart set aside for teacher to create as a model for the students.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Bring students to the carpet and have them do some learning warmups. Stretch their bodies and “Stretch” their brain. Have the students sit down and begin the lesson.		
10-15	Explain: (concepts, procedures, vocabulary, etc.) Pull up video on Youtube of Me on the Map. “I want you to pay *really* close attention to haw she places herself on a map. How does she start out and how does she end? After story has been read Begin asking students is they know what Bismarck is...		

	<p>Fargo? Lincoln? New York? San Francisco? Minot? “These are all cities! What is a city?” “So what is the difference between a city and a state?” North Dakota is the state we live in. A state covers a much large area than a city and there are many cities in the state. “Next biggest comes a country” Does anyone know the name of our country? United States! Many countries are made up of states. Introduce what they are going to be doing. As these are being taught, be sure to emphasize our City (Bismarck), State (North Dakota), and country (USA).</p>
<p>20-30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students go back to their seat with their Activity sheet. This sheet will be something that they work on through the next few days I will have one already made that the students can look at as an example.</p> <ol style="list-style-type: none"> 1. Students will cut out the pieces included in their packet 2. When they are ready, they will come to me and I will staple the pages together. <ol style="list-style-type: none"> a. They need to have to pages in correct order first. 3. Once their book is stapled, they will fill the pages with symbols and words that helps them remember what each level is and how they relate to each other. 4. When the books are eventually finished, the class will turn them in so the teacher can check understanding, and they will get them back so they can keep practicing understanding.
	<p>Review (wrap up and transition to next activity): Wrap up the lesson by giving students time to clean up and let them know that this is an activity that they can do when they have free time (I.E. or morning or end of day work).</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Throughout the lesson, the teacher is asking questions but the formal assessment will come from the finalized product they create. The teacher can make checkpoints along the way to have an assessment follow all the way though.</p> <p>Consideration for Back-up Plan: Student need to order a set of pictures with representations of City, State, and country from smallest to largest</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Give a times test with different examples of city. State, and countries. Students must correctly identify what each is.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought this lesson went fairly well, but it could have been more organized. I followed my introduction fairly well. As the video was playing, I paused it once or twice to point out different things, such as the size of the united states and what our state was on the map. When the video was over, the students and I had a discussion on the different between city, state, and country. We talked about what they learned in the video, what they already knew, and how they could identify each one. This discussion went well. I not only had them talk to me, but I had them talk to each other in a series of turn-and-talks.</p> <p>I had the students go back and forth between their desk and the carpet while other students were handing out papers and I think it helped them pay attention with what they needed to do. I turned the lesson into an ‘I do, We do, You do’ lesson as well. Once the students had all of their papers, I began filling out my example on the Elmo camera. As I was filling it out, I asked the student to give me different characteristics of a city, state, or country. I think this helped them understand what each was a little better. When it came to Country, I let the students fill that one in by themselves.</p> <p>When they were done filling out the spaces, they could draw pictures in the boxes to help them understand as well. AS the booklets needed to be stapled, I ha the student come to me. When I stapled each of the books I quizzed the students to see if they understood the topic that we had studied. Some of the student got our city, state, and country right away and some needed a little bit of help.</p> <p>At the beginning of the lesson I made sure to connect it to real life by sharing one of the student’s examples with the rest of the class;</p>	

she had been to Chicago earlier in the year and described what a big city looked like. I also introduced the words “Rural” and “urban” to them. Being they were new words, Mrs. Sorum suggested that when I introduce something like that, to write it on the board so the students know how to say it if they ever see in in their reading, and they have a visual connection to the word.

If I were to reteach this lesson I think I would have handed out one sheet of the book at a time, because some students were confused on why they had so many sheets. I would also spend a more time defining “city”, “state”, and “country” so students have a better understanding than they did. I might also add a copy of our state flag and country flag to the pages to the students have another connection to real life and representation for each level.

****The flipchart/booklet is located in “Social Studies 1 – Where am I”**

Booklet

Where Am Foldable

(Can be used for social studies and/or in
conjunction with Me On the Map)

Where Am I?

My City

My County

My State

My Country

My Continent

Where Am I?

My City

My County

My State

My Country

My Continent

Social Studies – City, State, Country (Taught during daily 5)