

Project Plan: Grade 2

EDCP331: Elementary Social Studies Methods

March 13, 2015

Class Description

This series of 3 lessons was designed for a Grade 2 classroom, located in a prosperous residential community. The class is a diverse group of 22 students with a variety of abilities, interests and considerations. Specifically, the class has six students with designated learning challenges such as low reading and writing abilities, behaviour challenges and other learning difficulties. There are four English language learners who are all at different stages of language learning and one student with autism, which limits their motor, communication and comprehension skills. Many students in the class are new immigrants or first-generation Canadians; which also highlights the importance of clear communication by the teacher and sensitivity to cultural content.

Based on our short observation period it appears the group has great energy and confidence; and the students were very inclusive and supportive of one another. The overall attitude towards learning and classroom activities is positive and met with enthusiasm. The students have two regular classroom teachers, and therefore they embraced our presence with welcoming warmth. It was immediately evident that there is clear structure in the classroom and students are aware of teacher expectations. The majority of students spoke and acted respectfully to their peers and readily participated in classroom activities; including self-directed reading and calendar time. There are a few individual students with challenging behaviours who displayed some resistance to following directions and completing tasks, and one particular student who appeared to struggle with their ability to regulate emotions. While the abilities and interests of the students do vary, there was a common interest in the outdoors, physical activity and nature. Based on our observations we believe this group benefits from hands on, experiential activities that allow them to move and be active.

Rationale

There were three teachers candidates in the grade two class, therefore I only interacted with two of the groups throughout all my lessons. Due to the diverse group, the lessons were designed to actively engage all learners while pertaining to the learning objectives. My goal was for students to be hands-on and have a meaningful dialogue. Through the two groups that I had there was a one group that very attentive and eager to know what my lesson was about. I was able to focus more attention on the child with autism and deliver my lesson to all students as intended. The second group of students consisted of four students with behaviour difficulties, therefore I had to make sure my lessons were exciting to keep them engaged while maintaining a structured and consistent lesson for the others.

My original plan for my lessons was to be developed around the compass rose. Once I did my first lesson and realized that the students had a strong understanding of the concept of direction and what a compass rose was I designed my next two lessons around identifying living organisms within the schoolyard. I changed the lesson because of the student's prior knowledge but also because I wanted to students to be actively engaged in a new concept that they already might be familiar with but can be expanded on in many ways. My first lesson was about learning about the compass rose and finding my lost pencil/rule using the given directions. My next lesson was about understanding what a living organism is and through the game web of life grasp the children around the concept that all living organism are connected in some way. The final lesson I wanted the children to really remember and connect with, I structured the morning lesson around living organism to the third lesson, which entailed making seed bombs. I wanted the children to see how they can have a strong impact on the environment and ways in which

they can help the members of their biophilia community survive through the transition from one season to another.

Through each lesson I had three learning objectives that focused on one aspect of the lesson I wanted the students to understand. I had the same big idea for each of the lessons that stemmed off in different learning objectives. Each lesson was a form of formative assessment that allowed me to grasp where the groups of students were at and how I could adjust my lesson accordingly throughout. Through the two groups that I had, they were vastly different although I do believe each child meet the learning objectives that I created for each lesson. Each lesson started with a sharing circle, I used a shell as the 'talking shell'. I would pass the shell around in the circle and the children would say their name and what was asked of them (i.e., something about themselves). I always made sure that the children knew they could pass but if they could still say their name. This was a great way for me to get to know their names before beginning my lesson. To close the lesson I ended in a closing circle, I would pass the shell around the circle again and the children would say their name and one thing they liked about the lesson. I found this to be a good strategy to close the lesson and another form of formative assessment.

Resource Critique

Evergreen brickworks. Retrieved from <http://www.evergreen.ca/get-involved/evergreenbrickworks/>

This resource is from Toronto, Ontario. It provides a range of lesson ideas for all age groups that pertain to outdoor education. This resource enables educators and others to expand and adapt their ideas to fit their learners accordingly.

Rhoades, J. (01, January 08). *Seed ball recipe: How to make seed balls with kids*. Retrieved from <http://www.gardeningknowhow.com/special/children/making-seed-balls.htm>

This website page is from the birds and bloom blog. This resource provides you with the history of seed bombs and guerilla gardening. It breaks down how to create seed bombs with children step by step and a great resource to reflect to when develop a lesson plan around guerilla gardening.

Lesson Plans

Lesson 1

Using a Compass Rose	
Grade: 2 Subject: Social Studies Time: 40 minutes	
Big Idea <ul style="list-style-type: none">- Communities are interconnected with their natural environment	
Learning Objectives: <ul style="list-style-type: none">- The students will be able to individually identify the landmark that indicates North by pointing to the mountains.- As a group the students will be able to accurately label a compass rose using chalk and drawing it on the pavement.- The students will be able to work as a group and apply the compass rose to decode provided directions.	
Materials: <ul style="list-style-type: none">- Compass (on paper)- Chalk- Scrap paper for exit slip- Pencil Crayons- Shell Preparation <ul style="list-style-type: none">- Create a legend of the directions of where the pen and ruler are Resources <p>Adapted from <i>Evergreen brickworks</i>, (2015). Retrieved from http://www.evergreen.ca</p>	
How I Will Teach This	Teacher Notes
Opening Circle <ul style="list-style-type: none">- Have the students sit in a circle and introduce the ‘talking shell’- Pass the shell around the circle and inform that students that when the shell gets passed to them they are to say their name and something about themselves.- If they do not wish to share, they can say pass Hook (10 minutes) <ul style="list-style-type: none">- While sitting in the circle ask the children about their favourite park and if they are able to identify where it is using North, South, East, West.- Ask the children to identify what a landmark is (i.e., mountain, ocean, their house, the school)- Ask the children to identify landmarks that enables them know where North is. Get all the children to point to the mountains to identify the mountains as a landmark that is North.- Ask the children to identify a certain tool they could use to tell which direction is which. Once the children identify a compass, as a group draw a compass on the cement and label the directions.- Inform the students of the saying to help remember how to label the compass: Never Eat Shredded Wheat- Show them how to read the compass (reminding them of mountains being the landmark for North)- <i>Challenge:</i> Identify NE, NW, SE, SW Lesson (10 minutes) <ul style="list-style-type: none">- Ask the students if they feel confident in reading a compass and hand out their own paper compass.- Review how to read a compass reading from their own compasses. Showing each student how to point their	This activity is designed for outside but can be easily adapted for indoors by drawing the compass on chart paper and creating

- compass to the main landmark they know (North=mountains)
- I will ask the children what it means to take 5 paces North and as a group we will take 5 paces North.
- As a group we will do several other paces in different directions.
- Try and ask each student to lead the way or a pair of students.
- Bring the class back together (where the compass is drawn)

The Activity (10 minutes)

- Tell the children that you have a mission for them and as group we need to figure it out.
- Tell the student that you lost your favourite pen and that you cannot leave without. You were given these directions but you need their help!
- ** For the second group tell them you lost your bag on your way here and other group helped you find your pen but you need their help you find your favourite ruler.
- Tell the children that as a group we need to work together so that you are able to find your pen/ruler.
- If needed go over teamwork and what it means to work together.
- The teacher will read the directions to the students and as group (led by the students) we will follow the directions.
- Congratulate the students and thank them for helping you find your pen/ruler.

Closing Circle (5 minutes)

- Gather the students back to the compass and sit in a circle
- Teacher will bring out the shell again and ask the children to say in one word how they felt about this activity or their day.
- Inform the children that if they wish to not share, they are able to say pass when the shell comes to them.

Extensions

- Have the children create their own directions and then using the compass to find out where their directions lead.

Adaptations

- For the children with learning challenges I will make sure they sit beside me in the circle and they will hold my compass rose through the activity and follow the directions. Therefore, I will be right there with them through each step of the lesson.

Assessment

- Through this lesson the students will demonstrate their understanding by pointing their compass rose towards to mountains to be able to successfully following the directions. By carefully watching how each student holds their compass rose it will be evident if they have successfully met the learning objectives.

Lesson 2

Web of Life	
Grade: 2 Subject: Social Studies Time: 40 minutes	
Big Idea <ul style="list-style-type: none"> - Communities are interconnected with their natural environment 	
Learning Objectives: <ul style="list-style-type: none"> - Students will be able to individually identify living organism within their schoolyard. - Students will be able to work in a small group and give examples of how each living organism listed is interconnected with the other living organisms listed. - Students will be able to describe in a small group their role as an active member within the natural environment. 	
Materials: <ul style="list-style-type: none"> - String - Tape - Scrap paper: to write the children's living organism - Chart paper - Marker - Shell Preparation <ul style="list-style-type: none"> - Have a large piece of string pre cut Resources Adapted from <i>Evergreen brickworks</i> , (2015). Retrieved from http://www.evergreen.ca	
How I Will Teach This	Teacher Notes
What the teacher does: Opening Circle (5 minutes): <ul style="list-style-type: none"> - Have the students sit in a circle and when the shell is passed to them have the children say name and an animal or plant that starts with the first letter of their name Hook (5 minutes): <ul style="list-style-type: none"> - Read the tree poem (attached to lesson plan) - Define the word living organism and emphasize that all the plants and animals they said that begin with the first letter of their name is a living organism. - Ask why a tree is a living organism - Living organism: a living system Lesson (20 minutes): <ul style="list-style-type: none"> - Ask the students to identify living organism around their schoolyard. - On chart paper write living organisms that the children identify. Write the organisms in a large circle format. - Teacher- If human is not mention, make your living organism a human - As a group connect the living organisms by food chain, habit. - Emphasize to the children the interconnectedness. - Ask the children that even though some of the living organisms are not connected directly, do you think that would affect another living organism? - Play the game: Web of life The Game <ul style="list-style-type: none"> - Have the chart paper hung up on the wall for the children to reflect to - Have the students sit in a circle and pick a living organism on the chart paper- write their organism on paper and tape it to their chest or the class to see - -Teacher- You be the human if no student picks to be the human - Give one student the ball of string and ask them to hold the end of the string and throw the ball to an organism they are connected with. Repeat with each student. 	When doing the web of life activity have the children stand up. Tape the chart on the wall for the children to reflect to while participating in the game.

- Once the web is created ask the children to take one step back and make the web tight.
- Have the children take a look and see the interconnectedness.
- Have one of the students let go of their string and ask the students who feels this loss?
- All the students will actively see that each organism is connected. Emphasizing the impact each of the organisms, including the human.

Conclusion (5 minutes):

- Have a discussion on how humans impact the environment
- What we can do as humans to make sure our part is being let go of (referring back to the web of life)

Closing Circle (5 minutes):

- Have the children sit in a circle, and go around the circle with the shell. Once they have the shell have the children say their name and one thing that they liked about the lesson.

Extensions:

- Have the students create their own web of life on chart paper with different organisms

Adaptations:

- The students with special needs and need extra support- when it is their turn to share with the group repeat the directions directly to them
- Have these students sit beside you throughout the lesson: when picking a living organism to be- point to the living organisms on the chart paper as you say them.

Assessment

- Through this lesson the students will be able to name a living organism in their schoolyard. Through playing the game and relating how each organism is connected it will be evident that they have successfully met the learning objectives.

Lesson 3

Seed Bombs	
Grade: 2 Subject: Social Studies Time: 40 minutes	
Big Idea <ul style="list-style-type: none"> - Communities are interconnected with their natural environment 	
Learning Objectives: (SWBAT) <ul style="list-style-type: none"> - Individually recall on living organisms within their schoolyard. - Recognize what the poem is about through relating previous knowledge to the words. - In a small group explain how they can take part in helping the natural environment and living organisms with the transition to Spring. 	
Materials: <ul style="list-style-type: none"> - Clip boards - Scrap pieces of paper - Pencil Crayons - Clay and seeds - Shell Preparation <ul style="list-style-type: none"> - Have clay and seeds each in a small container Resources Adapted from <i>Evergreen brickworks</i> , (2015). Retrieved from http://www.evergreen.ca	
How I Will Teach This	Teacher Notes
Opening Circle (5 minutes) <ul style="list-style-type: none"> - Have the students sit in a circle and when the shell is passed to them they will say their name and a living organism in their schoolyard Hook (5 minutes) <ul style="list-style-type: none"> - Before reading the poem ask the children to think about what the poem is about - Read the poem about Spring (attached to lesson plan) - Have a discussion on what they think the poem is about (Spring) - Have a discussion on what Spring means to them Lesson (25 minutes) <ul style="list-style-type: none"> - Have the students draw a picture of the living organisms they can see on their schoolyard - Have a discussion on things we as humans can do for these living organisms as spring is coming- referring to their drawings. - Direct the conversation to planting plants (if not already talked about) and how plants may help some of the living organism in the schoolyard. - Introduce to the student ‘seed bombs’: to help replant areas where the natural flora has been destroyed - Inform the student that they will be creating seed bombs. - The seeds they will use will be Wildflower because they are Native to BC (define what native means) - Inform the students why we use clay: it protects the seeds from the heat of the sun, they are heavy enough to be unaffected by the wind or heavy rains and it stops little animals from eating the seeds. - Explain that the seed bombs we are creating will be to help with the natural flora of the school but as well as for some living organisms (i.e., the bees). - Create the seed bombs! <ul style="list-style-type: none"> ➢ Give each student a piece of clay roughly half the size of a gold ball ➢ Tell them to flatten it out 	Emphasize that once you throw the seed bomb it needs to stay on the ground

<ul style="list-style-type: none"> ➤ Give the students a few pinches of seeds and tell them to place the seeds in the middle of their clay ➤ Have the student roll their clay up in a ball, or any figure they would like as long as the seeds are in the middle - Once each student has created their seed bomb run to an area in the school yard and have the children throw their seed bomb <p>Closing Circle (5 minutes)</p> <ul style="list-style-type: none"> - Have the children sit in a circle, and go around the circle with the shell. Once they have the shell have the children say their name and one thing that they liked/learned today. - Say good-bye to the student 	
<p>Extensions</p> <ul style="list-style-type: none"> - Have the students plan where they would want to go within their neighborhood and plant seed bombs and state why <p>Adaptations</p> <ul style="list-style-type: none"> - For the children with learning challenges make sure they are beside you in the circle 	
<p>Assessment</p> <ul style="list-style-type: none"> - Through this lesson the students will demonstrate their understanding by communicating how they are a living organism within the natural environment. Through identifying ways they can help their environment and the living organisms within the environment will be evident that have successfully met the learning objectives. 	

Poems

Lesson 2:

Poem

Where does it come from?
 A giant tall tree?
 Where does it come from?
 Let's read, and let's see!
 Trees you can see,
 Growing so tall,

Start out as something,
 That's really quite small...
 Like bushes, and cacti,
 And grasses, and weeds,
 Trees begin their long life,
 By sprouting from seeds...
 And seeds, they can travel,
 They get around town,
 Blown through the air,

Or roll on the ground,
 Some carried by rodents,
 Or birds in a beak,
 Get to new places,
 New places they seek...
 Some go for fun rides,
 On clothing or furs,
 Sticky and prickly,
 Those seeds we call burrs...
 Some travel by sea,

But don't get sea-sick,
 Some get pooped out,
 Disgusting and ick...
 Seeds seek new places,
 To sprout a new plant...
 Those seeds have to travel,
 'Cause trees, they just can't...

Lesson 3:

Wake Up

Wake up Brown Bear!
 The leaves are green,
 The snow has melted,
 The birds now sing.

Wake up farmer!
 No time for rest,
 Seeds need planting,
 Baby birds in nest.