

Social Studies Project Plan

Social and Emotional Learning Cohort
12/11/2015

Class Description

Our class is a Grade 2 class at an elementary school in Delta, BC. There are twenty four students in total, which includes fourteen girls and ten boys. This class is a younger grade 2 classroom as a quarter of the students have birthdays in November and December. It is a racially diverse classroom of children who come from various ethnic backgrounds. There is one English Language Learner who is an International student from Taiwan and came to Canada in August. He joined the class in the beginning of the school year in September and currently resides with his relatives while his parents still reside in Taiwan. His first language is Mandarin and could only speak four words in English when he first started in September. However, he is learning English at a fast pace that his vocabulary has grown rapidly since September as he is confident in learning and being able to speak English. Five other students in the class also receive Learning Support in small group's every day for forty minutes. They have difficulties with reading and writing and are not working at minimum grade level. In addition, there is one male and one female student who have been diagnosed with Autism Spectrum Disorder. One is higher functioning than the other. One of the children attends class every day and the other child attends two full days and 3 half days as she attends an ABA school part time as well. There is also one full time Education Assistant in the class for both of the children diagnosed with Autism Spectrum Disorder and also helps the teacher with the whole class when needed. This is a wonderful class to teach as all the children are full of energy and are eager to learn new ideas and concepts!

Lesson Plan 1

SUBJECT: Science

GRADE: 2

THEME: Under the Sea

Curriculum Competencies/ Big Ideas/ Learning Standards

- Water is essential to all living things, and it cycles through the environment. (Big Idea)
- It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. (Core Competency→Thinking)
- Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. (Core Competency→Personal and Social)
- Demonstrate curiosity and a sense of wonder about the world (learning standards)
- Sort and classify data and information using drawings or provided tables (learning standards)
- Make and record observations(learning standards)

Rationale: (Why this lesson at this time)

All the students showed a sense of wonder and interest in the sea and everything that lives in it. We feel it is important to draw from students' prior knowledge in order to transform it into a new sense of understanding. This lesson gives students an opportunity to exercise their creativity and knowledge of sea life. It is the first lesson in the unit and acts as a framework for future lessons.

Lesson Hook: National Geographic on Sea Life **5 mins**

Teacher, Student Activity/Response

Teacher questions: What did you see in the video? What was familiar to you? What was different to you in the video? How did it make you feel?

After the movie, we will be doing a quadrant anchor chart discussion with the students using the following questions: What did you see? What was missing in the sea? How did it make you feel? What would you like to learn about?

The students will be able to stand up and we will sing a ocean song together

5 Little Fish

Sung to: "5 little monkeys (teasing the alligator)"

5 little fish swimming in the sea

Teasin' Mr. Shark

You can't catch me, You can't catch me!

Along came the Mr. Shark as quiet as can be
Snap! The little fish right out of the sea.
4 little Etc...

One little fish swimming in the sea
Teasin' Mr. Shark
You can't catch me, You can't catch me!
Along came the Mr. Shark as quiet as can be
Snap! The little fish right out of the sea.
Now Mr. Shark is lonely can't you see?

Transition:

Students will go back to their desks and be given a piece of paper in the shape of a puzzle piece. They will then draw and color a sea animal of their choice based on what they would like to learn more about. Both of us teachers will be walking around and checking in with each student asking questions about their sea animal and answering questions they may have. **20 mins**

In the next 5 minutes teachers will call clean up and get them ready for the next transition.

Assessment

Criteria to be met:

Contributing one idea to either a peer or a teacher after the movie is over.

A started colored picture of a sea animal (as we have students with various abilities, it may take longer for some students).

Plan for Early Finishers/ Adaptations or Modifications for Individual Students

For students who finish early, we will have a book station set up at the carpet where they can go and explore by themselves or with peers.

Lesson Closure

Hand in sea creature and when they do they answer a question from a teacher (exit slip)

Transition

Mrs.H will take over once activity it over. The song 5 Little Fish acts as a brain break as well as an activity that will bridge the transition. 3 mins

Reflections and Notes for next time

We will have examples available as well as books for students to use as a reference or guide while they are creating their sea creatures/animals. The lesson went great the children loved the brain break and were all engaged. They showed a lot of interest in the topic and loved the puzzle piece idea. We would love to implement this lesson again.

Materials:

-books

- examples
- puzzle pieces (where students will create their sea animal/creature)
- white board markers
- fish/sea fidgets
- chart paper
- colored markers
- video

Resources:

- books
- lesson plan
- video
- our examples of sea creatures

Vocabulary:

- sea
- sea animal
- fish
- octopi
- environment
- water

Lesson Plan 2

SUBJECT: Science

GRADE: 2

THEME: Under the Sea part 2

Curriculum Competencies/ Big Ideas/ Learning Standards

- Water is essential to all living things, and it cycles through the environment. (Big Idea)
- It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. (Core Competency → Thinking)
- Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. (Core Competency → Personal and Social)
- Demonstrate curiosity and a sense of wonder about the world (learning standards)
- Sort and classify data and information using drawings or provided tables (learning standards)
- Make and record observations (learning standards)
- Compare observations with predictions through discussion (learning standards)

Rationale: (Why this lesson at this time)

The first lesson of our unit went exceptionally well, students were engaged and enjoyed the activity. Building off of our first lesson they showed a significant interest in how they feel and experience the beach therefore we wanted to acknowledge their experiences. We will do this by

discussing and connecting the five senses in relation to the ocean and the importance of the ocean in our lives.

Lesson Hook:

What's in the beach bag? (Beach bag full of ocean artifacts)

- We will have a beach bag prepared with ocean artifacts
- We will ask students to identify the objects and ask them what they all have in common
- Indirectly mention the five senses, what does the sand feel like? What does water sound like?

7min-10min

Teacher, Student Activity/Response

- Say hello to the class remind them of our names **3mins**
- Ask them to take a seat on the carpet in a circle
2min
- Students will stay seated we will lead a visualization activity (what it is like to be at the beach, we will have background music playing with ocean sounds).
5mins
- Discuss the five senses → will have chart paper with reminders of what they are displayed in the class with images for reminders.
5mins
- Brain break time!
5mins
- We will ask students to have a seat at their desks and we will hand out our activity worksheet with the five senses displayed → when I am at the ocean I can... Taste, smell, touch, hear and sight.
2min
- Students are responsible for filling out the activity sheet for the rest of class time. If they have gotten approval from us they can either draw a picture on the back or go work at the playdough station. ***4 friends at playdough station at a time
20min
- We will circulate throughout the class checking in with students to see how they are doing and answer questions or clarify anything students may be confused about.

Assessment

- Students are expected to have at least four ideas per column → we would like them to be factual (i.e no mermaids). They will hand them in before we leave class.

Plan for Early Finishers/Adaptations or Modifications for Individual Students

- Playdough station- have to create something at the ocean
- Can be both a plan for early finishers and act as a modifications for students in the class with intellectual disabilities

Lesson Closure

Clean up your area, collect activity and Mrs. H will take over

Transition:

- Brain break after visualization activity, head to their desks.
- We will give them a five minute warning and remind them to clean their area and listening to Mrs.H.

Reflections and Notes for next time

This time we have more engaging early finishing activity as last time it was not engaging enough. The activity went well and all the children had many ideas using the 5 senses. They were able to use there critical thinking skills and apply the 5 senses in relation to marine life and the ocean.

Materials:

- Ocean music
- Activity sheet
- Paydough
- Beach bag filled with artifacts
- Chart paper

Resources:

- Our lesson plan for reference
- Have books for reference if students need some extra ideas

Vocabulary:

- Ocean
- Taste
- Smell
- Sight
- Touch
- Hear

Lesson 3

SUBJECT: Science **THEME:** Water Pollution

Curriculum Competencies/ Big Ideas/ Learning Standards

- Water is essential to all living things, and it cycles through the environment. (Big Ideas)
- Materials can be changed through physical and chemical processes. (Big Ideas)
- It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. (Core Competency→Thinking)
- Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. (Core Competency→Personal and Social)
- Make simple predictions about familiar objects and events (learning standards)
- Safely manipulate materials to test ideas and predictions (learning standards)

- Compare observations with predictions through discussion (learning standards)
- Consider some environmental consequences of their actions (learning standards)

Rationale: (Why this lesson at this time)

The first two lessons of our water unit went extremely well as the students were very interested and engaged in the topic. They enjoyed learning about the water cycle and marine life and we thought it would be a great time to tie in a lesson on what water pollution is and the affects it can have on humans, marine life, and the ocean. This will help engage the students in learning what we can do to help keep our bodies of water clean and pollution free.

Lesson Hook:

- Ask and brainstorm with the class what water pollution is?
- What water pollution looks like?
- What can it do to the marine life?

7min-10min

Teacher, Student Activity/Response

- Grab the student's attention and ask each table one by one to come sit down on the carpet.
3min
- We will then introduce the lesson by brainstorming as a class about what water pollution is and different sources of pollution.
5-7 mins.
- Introduce the Hook
- We will introduce the lesson by splitting the class into groups of two. Each one of us will lead the discussion on water pollution and introduce the idea of what ocean pollution looks like.
- Together as a group we will be making our own miniature oceans inside of a water or soda plastic bottle.
- We will have the soda bottle filled with water and have couple drops of blue food coloring in it to give it the look of an ocean.
- We will also have another bottle with a mixture of sprinkles, soya sauce, red and green food coloring and this will be our pollution mix.
- We will have a bead as an object that will sink to the bottom of the ocean and this will represent an aquatic animal such as a lobster or starfish living at the bottom of the ocean. We will also have an object that floats and represents an animal that live on the surface such as a bird or seals etc.
- We will then add a little bit of oil to the mix and discuss how oil spills occur in oceans and usually sit at the top unless a storm comes and moves the oil all around and how it travels throughout the water. We will then shake the bottle to demonstrate this and the students will be able to observe how this occurs.
- As a big group we can brainstorm ideas on what we can do to keep the oceans unpolluted.
20 mins
- Students will then go back to their desks and work on a worksheet about ocean pollution.

15-20 mins

- We will circulate throughout the class checking in with students to see how they are doing and answer questions or clarify anything students may be confused about.

Assessment

- Students are expected to have completed the worksheet provided

Plan for Early Finishers/Adaptations or Modifications for Individual Students

- Children who finish early can draw a picture of what a polluted ocean looks like vs a clean ocean.

Lesson Closure

Clean up your area, collect activity and Mrs. H will take over with the next lesson.

Materials:

- Plastic bottles
- Blue, green and red food coloring
- Sprinkles
- Soya saunce
- Oil
- Beads

Resources:

- My lesson plan for reference
- Have books for reference if students need some extra ideas

Vocabulary:

- Ocean
- Pollution
- Aquatic life
- Oil
- Recycle
- Environment

Lesson 4

Subject: Socials

Theme: Under the Sea Conclusion

Curriculum Competencies/ Big Ideas/ Learning Standards

- Water is essential to all living things, and it cycles through the environment. (Big Idea)
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- Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. (Core Competency→Personal and Social)
- Demonstrate curiosity and a sense of wonder about the world (learning standards)
- Sort and classify data and information using drawings or provided tables (learning standards)
- Make and record observations(learning standards)

Rationale: (Why this lesson at this time)

This lesson is a wrap up lesson to tie everything together and for the teachers to be able to assess the knowledge the class has obtained. We are going to review the sea/ocean and have a brief conversation of what lives in the sea and how they are affected by all five senses. We will also review what can happen when pollution occurs in the ocean and the various negative affects it has on all ocean life. In conclusion we will ask the class to create an ocean booklet telling us and showing us what they have learned during our sea life mini unit.

Lesson Hook:

Review activities using visuals **3 mins**

Teacher, Student Activity/Response 10 mins

- We will have chart paper with reminders of what we have learned in the past three lessons.
- We will also have a discussion with the class about each lesson connects and how they will help each student create their flip book.
- We will show the class the examples and let them know our expectations and criteria (we want everyone's best work and detailed drawings)
- Brain break of Simon says 5 mins
- Children will go back to their desks and start the flipbook
- Have books available for students to reference and have chart paper with review displayed. Also let the class know that both teachers will be around for support if needed.
- Hand in completed work once finished, self check list displayed on the board with questions to make sure everything is complete
- Playdough station/ word search available for early finishers

Assessment

Criteria to be met:

- A booklet that has been started- goal is to be completed during this lesson (but we are aware that we have students of varying abilities in the class)
- A sea animal chosen and title and name printed on the cover
- 6 sentences of a sea animals interactions with 5 senses and one sentence discussing what would happen if ocean pollution occurred/how the animal would be affected

Plan for Early Finishers/ Adaptations or Modifications for Individual Students

For students who finish early, we will have a book station set up at the carpet where they can go and explore by themselves or with peers.

They will also be asked to make sure they have done their best work.

We will also have a playdough table set up where they can create their sea creature.

Lesson Closure

Hand in finished/almost finished mini booklet to either teacher, clean up desk and turn attention to Mrs. H.

Transitions:

Mrs. H will take over once activity is over. There will be an interactive brain break after our review.

Reflections and Notes:

We will have different examples available for children to see. The activity went well they had many great ideas. This was a great lesson to wrap up the mini unit.

Resource Critique

National Geographic on Sea Life- this video was great to use as a resource. We used it as our first lesson hook and the children were very intrigued and amazed at how many different sea animals live in the ocean. It was a great resource to use as it had many appealing visuals to get the children engaged and curious about the ocean.

Bag full of artifacts- Having a bag full of artifacts that can be found at the ocean was a wonderful tool to use as a resource as the children loved to see the visuals and be able to touch them as well. This opened up to many engaging discussions about the ocean and what else they might find at the beach.

“Oil Spill” by Kevin Berger was a great resource to use to read out loud to the class. It was filled with many interesting facts about water pollution such as oil spills and how they affect our oceans. The paid close attention to all the facts and had many questions to ask as well which made the lesson very engaging.