**TE 803 Spring 2020**

**Professional Role & Teaching Practice II**

**Integrated Unit Assignment**

***Building Pedagogical Content Knowledge (5 points)***

Deepening *pedagogical content knowledge* of your unit topic is essential for:

* generating big powerful ideas
* developing the rationale behind your unit
* ensuring that your choices of instructional strategies will engage students in meaningful, integrative, value-based, challenging, and active learning that will contribute to their development as citizens

Use the table provided to create a bulleted list of 8-10 teacher resources. Consult educational websites, books, videos, interviews, textbooks, and/or other teacher made lessons. Your list **must include** at least two NCSS Publication article/lesson (*Social Studies and the* *Young Learner, Middle Level Learning, or Social Education).* A list of *Curricular Resources for Commonly Taught Topics* is provided in D2L.

All resources **must be cited in APA** format. Use the following website as guidance. <https://owl.english.purdue.edu/owl/resource/560/06/>

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| **APA** | **Important Content/Information** |
| Example:  Fertig, G., & Silverman, R. (2007). Walking and talking geography: A small-world approach. *Social Studies and the Young Learner*, *20*, 15-18. | 4 important stages to scaffold 1st-3rd grade instruction that builds on students’ prior knowledge to teach geographic “*sense of place”*  1) engagement: drawing and interacting with imaginary  neighborhood  2) investigation: exploring local environment  3) reflecting: using multiple senses to describe, label, draw  local environment  4) explanation: creating group diorama maps |
| Teaching About Differences in Families. (n.d.). Retrieved January 16, 2020, from https://www.tolerance.org/magazine/teaching-about-differences-in-families | 1. This article explains how to talk about families that do not have both a mom and a dad. 2. This article gave resources to some pictures books I can use to talk about different family structures. |
| Every Family Is the Same. Every Family Is Different. (n.d.). Retrieved January 16, 2020, from https://www.tolerance.org/classroom-resources/tolerance-lessons/every-family-is-the-same-every-family-is-different | 1. This article gives a ton of resources for an entire lesson I could teach in my class. 2. There are driving questions, books, vocabulary, etc. |
| What is a Family? (n.d.). Retrieved January 16, 2020, from https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-a-family | 1. Another awesome lesson plan I could use in my unit. 2. Has essential questions, extension activity, objectives, etc. 3. This activity provides opportunities for children to talk and realize that families are different and what makes their own family special |
| My Family Journey! (n.d.). Retrieved January 16, 2020, from https://www.tolerance.org/lesson/my-family-journey | 1. This is another lesson plan that I love. It focuses on culture and brining in families and what your family history is from the past. 2. This article provides resources for me to put this lesson into action. They give you essential questions, extension activities, vocabulary, etc. |
| Pay & Leave Federal Holidays. (n.d.). Retrieved January 16, 2020, from https://www.opm.gov/policy-data-oversight/pay-leave/federal-holidays/#url=2020 | 1. This article lists national holidays. 2. I need this to know the official name of the holiday and the date of the holiday. |
| Furguson, M. A. (n.d.). *Celebrate Veterans Day*. Pebble. | 1. This is an easy to read book, so that I can catch up on the main facts and details of Veteran’s Day. 2. I need some quick facts to teach to the children, so they have an overall big idea about the holiday and why we celebrate it. |
| Biden, J. (n.d.). *Don't Forget, God Bless Our Troops*. Simon & Schuster/Paula Wiseman Books. | 1. This is an easy to read book, so that I can catch up on the main facts and details of Veteran’s Day. 2. I need some quick facts to teach to the children, so they have an overall big idea about the holiday and why we celebrate it. |
| Liestman, V. (n.d.). *Columbus Day*. Lerning Publishing Group. | 1. This is an easy to read book, so that I can catch up on the main facts and details of Columbus Day. 2. I need some quick facts to teach to the children, so they have an overall big idea about the holiday and why we celebrate it. |
| Ansary, M. T. (n.d.). *Labor Day Holiday Histories*. Rigby Interactive Library. | 1. This is an easy to read book, so that I can catch up on the main facts and details of Labor Day. 2. I need some quick facts to teach to the children, so they have an overall big idea about the holiday and why we celebrate it. |

***Stage 1: Desired Results (35 points)***

**1. Unit Title**

The Past Present and Future

**2. Grade Level Content Expectations (GLCEs) and Content Standards, and Anti-Bias Standards (1 point):**

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.

1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them.

[CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/)  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

[CCSS.ELA-LITERACY.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/)  
Identify the main topic and retell key details of a text.

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| Justice 15 | JU.K-2.15 | I know about people who helped stop unfairness and worked to make life better for many people. |
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| Identity 5 | ID.K-2.5 | I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. |
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| Diversity 10 | DI.K-2.10 | I find it interesting that groups of people believe different things and live their daily lives in different ways. |

**3. Big Powerful Ideas (8 points):**

List two to four big powerful ideas that summarize what you hope students will gain and retain from the unit. Big powerful ideas are the core concepts that serve as the focal point of the unit and have lasting value beyond the classroom. These are not goals, facts or skills; they are substantive concepts, principles, or processes that reflect the heart of the unit. The big powerful idea should be worded in language children use and understand, reflect the integrating of content areas, and address issues of equity education. You will need to consult outside resources for this section.

1. Time is grouped into three categories the past the present and the future.
2. Changes occur between the past present and future.
3. All families have a history.
4. National holidays are created from past events.

**4. Essential Questions (6 points):**

Design three to four open-ended questions to engage student interest and guide inquiry into the big powerful ideas of your integrated unit. In other words, essential questions don’t always have a right or wrong answer, but instead should spark and sustain student interest. They usually (but not always) are questions about processes (how) or purpose (why).

1. How is time measured?
2. Why do changes occur between the past, present, and future?
3. How are family’s histories the same or different?
4. How have past events in history created National Holidays we celebrate today?
5. How is the past and present different?
6. How are you different from the past?
7. How are you the same from the past?
8. How is your family different/the same from the past?
9. Why do we celebrate Labor Day, Veterans Day, Columbus Day, etc.?

**5. Unit Objectives (10 points):**

Write a list of eight to ten objectives for the unit. The objectives must specifically state what students should know (social studies content) and be able to do (skills) by the end of the unit. Objectives are specific, observable, and measurable. These should be child-friendly statements that use Bloom’s Taxonomyverbs. As you write the unit objectives ask: What concrete evidence will students provide that demonstrates what they know and are able to do?

Students will be able to…(know/acquire knowledge of key concepts)

Students will be able to….(learn/apply skills)

1. Students will be able to describe that the past means something already happened.
2. Students will be able to describe that the present means something is happening right now.
3. Students will be able to describe that the future means something will happen.
4. SWBAT demonstrate chronological thinking between past, present, and future.
5. SWBAT compare and contrast life today and life in the past.
6. SWABAT investigate events that form family’s histories.
7. SWABAT use historical sources to make conclusions about family’s in the past.
8. SWBT recognize that families are all different through discussion and activities.
9. SWBT recognize that some families have similarities.
10. SWBT identify why and we celebrate on US national holidays.
11. SWBAT recall information from experiences to answer a question.
12. SWBAT describe why people stopped unfairness to make a better life for people in the future.

**6. Rationale (10 points):**

Use the table to list *what* you are teaching during the integrated unit and *why* you are teaching it. This list must align with the qualities listed in the NCSS Position Statement to demonstrate *why* the content matters in terms of its meaning to students, how the content is integrated with other subject areas, the value-base of the subject content, and how the instruction will provide challenging and active inquiry based learning. Be sure to emphasize how it contributes to **students’ development as citizens.**

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| **What are you teaching?** | **Why you are teaching this?**  (Must align with the 5 elements of powerful social studies) |
| Children will be able to identify the differences and similarities between the past present and future.  Children will be able to feel proud about their own family characteristics.  Children will learn about different holidays in the US and the reason why we have the holiday. | Value-Based:  Children need to know a sense of time to be able to live in our world. It is important for them to be able to categorize events that have happened in the past vs. present vs. future.  Children need to know why we have school off on certain days to remember our history and the events that changed our world. Rather than just having a fun day of no school. |
| Children will talk about their families and the similarities and differences between the families that make up their classroom community. | Meaningful:  It is important for children to feel wanted and a sense of belonging in the classroom and among their peers. |
| Children will talk about their families and the similarities and differences between the families that make up their classroom community. | Challenging:  Children will be challenged to talk about personal events in their lives and characteristics that might make them different from others. It is important for them to understand how to talk about hard conversations with their friends and peers in class. |
| Children will use fishbowl activities and show and tell activities to talk about their own lives in the present and past. | Active:  Children will be able to move around during activities and think critically about themselves and others in the classroom. |
| When learning about the different holidays in the US they will be able to … know about people who helped stop unfairness and worked to make life better for many people.  By comparing and contrasting characteristics about families and their past students will … see that the way their family does things is both the same as and different from how other people do things.  By comparing and contrasting characteristics about families and their past students will … find it interesting that groups of people believe different things and live their daily lives in different ways. | Integrative:  Children will be exposed to literacy standards, GLC’s, and anti-biased standards throughout this unit. There are many different core subject categories that are going to be integrated into this unit and standards that will be met. |

***Stage 2: Assessment/Evidence (10 points):***

**1. Prior Knowledge (2 points):**

Provide a bulleted list of what your students have recently been learning in social studies and the other subject area being integrated*.*

Recent Units:

* How to be a good citizen
* Goods and Services

Other Subject Areas:

* Literacy

**2. Pre-Assessment: Seeing Student Thinking (3 points):**

- Refer to seeing student thinking document

**3.End-of-Unit Performance Task (5 points):**

Describe the performance task. Create a rubric to specify the evidence that will help you determine if students met the end of unit goals and objectives. The task should provide students an opportunity to interact with the essential questions and evidence of that they understand the big powerful ideas.

I will send home a sheet of paper for children and their parents to discuss two main events that have happened in their families lives before the child was born. Then they will use this sheet in class to make a timeline. They will have two events before they were born. They will come up with two events between the time they were born and now. Then two events for the present and two for the future.

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| **Rubric** | Understands | Somewhat Understands | Needs Support |
| **Events:** | Has two events from every category labeled clearly on the timeline.  (before born, born to now, present, future) | Has 1 event from every category labeled clearly on the timeline. (before born, born to now, present, future) | Has no events in each category labeled clearly on the timeline.  (before born, born to now, present, future) |
| **Dates:** | Has dates under every event. | Has dates under some events. | Has dates under few or no events. |
| **Chronological Order:** | All events in chronological order. | Most events in chronological order. | Few or no events in chronological order. |

***Stage 3: Learning Plan (35 points)***

**1. Linguistic, social and academic challenges, resources and supports (10 points**)

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| Student Description of their Linguistic, Social, or Academic Needs | Accommodations/Modifications/Scaffolding to Address Student’s Needs |
| C.J  Needs support to focus on an activity. | He is allowed to sit at his desk or on the carpet with the group. He will continue to use his chart at his desk. He receives stars if he follows directions and completes an activity. He usually works alone or with a teacher for partner activities. This is because he wants to work alone. |
| Judah  Needs support to focus on an activity or discussion in whole group. He also needs support to write if it is a lot at once. | He is allowed to sit in his desk or on the floor next to me. We check on him regularly to make sure he is on task. We have him start writing first then he can either tell us what to write for him or we write in yellow marker and he traces over it to practice his writing. |
| A.W  Needs support to focus during whole group discussions and during activities. | She sits in the front of whole group discussions to stay focused. She is paired with a partner at her table who can help her succeed on tasks and assignments. |
| J.D  Needs support to focus during whole group conversations. | He sits in the front of whole group discussions to stay focused. |
| N.B  Needs support to focus during whole group conversations. | He sits in the front of whole group discussions to stay focused. |

**2. Overview (10 points):**

Fill in the chart on the next page to create a “big picture” of your unit. The first should be an introductory lesson and the last should be a closing/wrap-up lesson. There should be a logical flow between lessons.

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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Lesson Title:**  Past Present Future Brainstorm | **Lesson Title:**  Name that Category | **Lesson Title:**  My Life Timeline | **Lesson Title:**  Exploring the past. | **Lesson Title:**  What is a family? |
| **GLCE(s):** *Which standards will this lesson address?*  1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. | **GLCE(s):** *Which standards will this lesson address?*  1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.  1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.  1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication. | **GLCE(s):** *Which standards will this lesson address?*  1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.  1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.  [CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **GLCE(s):** *Which standards will this lesson address?*  1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.  1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.  [CCSS.ELA-LITERACY.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text. | **GLCE(s):** *Which standards will this lesson address?*  D1.K-2.10 I find it interesting that  groups of people  believe different  things and live their  daily lives in  different ways.  ID.K-2.5 I see that the way  My family and I do things  Is both the same and  Different from how  Other people do things and I am interested in both.  With guidance and  support from  adults, recall  information from experiences or  gather information  from provided  sources to answer a question. |
| **Daily Objective(s):** *What will students be able to do?*  *What will students be able to do?*  Students will be able to describe that the past means something already happened.  Student will be able to describe that the present means something is happening right now.  Students will be able to describe that the future means something will happen or is going to happen, it has not happened yet. | **Daily Objective(s):** *What will students be able to do?*  Students will be able to demonstrate chronological thinking between past, present, and future.  Students will be able to compare and contrast life today and life in the past. | **Daily Objective(s):** *What will students be able to do?*  Students will be able to investigate events that form family’s histories.  Students will be able to recall information from experiences to answer a question. | **Daily Objective(s):** *What will students be able to do?*  Students will be able to describe that the past means something already happened.  Students will be able to compare and contrast life today and life in the past.  SWABAT use historical sources to make conclusions about family’s in the past.  SWBAT recall information from experiences to answer a question. | **Daily Objective(s):** *What will students be able to do?*  Students will be able to describe that the past means something already happened.  Students will be able to describe that the present means something is happening right now.  SWBT recognize that some families have similarities and differences. |
| **Assessment:** *How will you know if all students are meeting the objective(s)?*  I will be collecting the sticky notes and anchor charts they will be making as a table group and individually. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  I will be watching students as they have turns to go to the smart board and play the game/activity. While they do this, I will be using a check list on my clipboard. I will also have children use white boards so I can check the class as a whole. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  I will be collecting the timelines and using the rubric I made. This is my formative assessment for my unit. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  Students will complete an exit ticket stating one fact the learned today that they did not already know. If they knew everything than a favorite fact they learned today. I will collect these and read them, hoping that many children could remember and write what they learned. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  Children will be adding things that they learned from their partner or peers to the class t chart about similarities and different.  Children will also do an exit ticket writing one thing that is the same and one thing that is different between themselves and one classmate. |
| **Student Adaption(s):** *How are you planning for diverse learners?*  Students will be working in groups. These groups are their table mates which are chosen specifically and changed once a month based on different abilities.  C.J will be able to work alone if he wants.  C.J can have five-minute breaks when he asks for them.  J.H will not have to write everything, can receive help with writing too. | **Student Adaption(s):** *How are you planning for diverse learners?*  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  C.J can have five-minute breaks when he asks for them. | **Student Adaption(s):** *How are you planning for diverse learners?*  J.H can have help writing on his timeline.  C.J can ask for breaks when he needs/wants them.  Students will all be scaffolded through an anchor chart talking about what characteristics timelines have. | **Student Adaption(s):** *How are you planning for diverse learners?*  J.H can have help writing  C.J can ask for breaks when he needs/wants them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front. | **Student Adaption(s):** *How are you planning for diverse learners?*  J.H can have help writing.  C.J can ask for breaks when he needs/wants them. |
| **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of the unit?*  This is the base of the lesson. They need to know these vocabulary words and give examples before we can dive into working on timelines and comparing and contrasting the past and present. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of the unit?*  This activity gives children the chance to use what learned yesterday and some background knowledge to start adapting it and playing activities. This sets them up to be able to see chronological thinking later to make their own timelines. They are also able to see the differences between the past and present in school and family life, which later we will talk about more when talking about people who fought for fairness and to make a better life for the future. They will also have to write later so this prepares them to do so. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of your unit?*  Using timelines is a great way to see change over a period of time. Children will use timelines for the rest of their lives. This also starts the conversation of everyone is different, but people have similarities too. Children will start to realize that it is okay to be different and have their own special qualities of a family. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of your unit?*  This furthers children’s knowledge of how different the past was from life now. It will give them the information they need to use in a Venn diagram later to compare and contrast life in the past and in the present. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of your unit?*  This lesson is the base for children to start to realize that all families are different. Later we will really dive into deeper conversations about their peers and their families. They first need to introduce themselves and their families and feel comfortable talking about their families to their peers. |

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| **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **Lesson Title:**  Family Historian | **Lesson Title:**  Inside/Outside Discussion Family | **Lesson Title:**  MLK  Washington’s Birthday | **Lesson Title:**  Memorial Day  Veterans Day | **Lesson Title:**  Independence Day  Labor Day  Columbus Day |
| **GLCE(s):** *Which standards will this lesson address?*  1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.  1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.  [CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Identify the main topic and retell key details of a text. | **GLCE(s):** *Which standards will this lesson address?*  [CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  D1.K-2.10 I find it interesting that  groups of people  believe different  things and live their  daily lives in  different ways.  ID.K-2.5 I see that the  way My family and I  do things  Is both the same and  Different from how  Other people do things  and I am interested in  both. | **GLCE(s):** *Which standards will this lesson address?*  JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people  [CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  [CCSS.ELA-LITERACY.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text.  1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them. | **GLCE(s):** *Which standards will this lesson address?*  JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people  [CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  [CCSS.ELA-LITERACY.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text.  1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them. | **GLCE(s):** *Which standards will this lesson address?*  JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people  [CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  [CCSS.ELA-LITERACY.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text.  1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them. |
| **Daily Objective(s):**  SWBT recognize that families are all  different through discussion and  activities.  SWABAT investigate events that form  family’s histories.  SWBT recognize that some families have similarities.  SWBAT recall information from experiences to answer a question. | **Daily Objective(s):** *What will students be able to do?*  SWBT recognize that families are all different through discussion and activities.  SWBAT recall information from experiences to answer a question. | **Daily Objective(s):** *What will students be able to do?*  SWBAT describe  why people stopped unfairness to  make a better  life for people in  the future.  SWBT identify why and we celebrate on US national holidays. | **Daily Objective(s):** *What will students be able to do?*  SWBT identify why and we celebrate on US national holidays. | **Daily Objective(s):** *What will students be able to do?*  SWBT identify why and we celebrate on US national holidays. |
| **Assessment:** *How will you know if all students are meeting the objective(s)?*  Children will write on a sticky note one thing they learned about their partner. I will collect these and look at them later.  Children will volunteer to say what they learned about their partner out loud in group discussion. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  I will be listening to children as they do the inside outside activity. I will be using a check list on a clip board as I walk around and listen.  I will also be asking for volunteers to share what they learned about their classmates in a whole group conversation. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  Children will write an exit ticket. They will have to write three things they learned today. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  Children will write an exit ticket. They will have to write three things they learned today. | **Assessment:** *How will you know if all students are meeting the objective(s)?*  Children will write an exit ticket. They will have to write three things they learned today. |
| **Student Adaptation(s):** *How are you planning for diverse learners?*  J.H can have help writing.  Students will be working in groups. These groups are their table mates which are chosen specifically and changed once a month based on different abilities.  C.J can ask for breaks when he needs/wants them. | **Student Adaptation(s):** *How are you planning for diverse learners?*  C.J can have a break when he asks or needs one. | **Student Adaptation(s):** *How are you planning for diverse learners?*  C.J can have a break when he asks or needs one.  J.H can have help writing.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  Students will be working with their number partner. These number partners are who they sit next to at their tables. They are chosen specifically and changed once a month based on different abilities. | **Student Adaptation(s):** *How are you planning for diverse learners?*  C.J can have a break when he asks or needs one.  J.H can have help writing.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  Students will be working with their number partner. These number partners are who they sit next to at their tables. They are chosen specifically and changed once a month based on different abilities. | **Student Adaptation(s):** *How are you planning for diverse learners?*  C.J can have a break when he asks or needs one.  J.H can have help writing.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  Students will be working with their number partner. These number partners are who they sit next to at their tables. They are chosen specifically and changed once a month based on different abilities. |
| **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of the unit?*  Children are able to explore their family’s past and learn how they came to be and what makes their family important. By giving them some sense of pride in their own family it will encourage them to be able to talk about families’ differences and similarities. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of the unit?*  Children will be able to start comparing their families from other families which connects to the big idea of the lesson that all families have a history. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of the unit?*  This lesson builds on students’ background knowledge. Then it adds to it and gives them time for them to talk and explore topics. At the end they will be able to realize that national holidays are created by past events which is a big idea for my unit. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of the unit?*  This lesson builds on students’ background knowledge. Then it adds to it and gives them time for them to talk and explore topics. At the end they will be able to realize that national holidays are created by past events which is a big idea for my unit. | **Lesson Alignment:** *How does this lesson engage your students in the larger goals/objectives of the unit?*  This lesson builds on students’ background knowledge. Then it adds to it and gives them time for them to talk and explore topics. At the end they will be able to realize that national holidays are created by past events which is a big idea for my unit. |

**Individual Lesson Plans (15 points – 5 points per lesson):**

Complete three (out of the ten) fully developed lesson plans that:

* are age-appropriate and intellectually rich
* are original lessons (not just recycled from a prescribed curriculum)
* show step-by step procedures including questions and main points
* indicate what students will be doing as a result of your instructions
* demonstrate qualities of powerful social studies (meaningful, integrative, value-based, challenging, and active)
* provide scaffolding to support **ALL** students

One lesson must be the introductory lesson and the other two lessons should be consecutive lessons. One of these lessons **must include a strategy you experienced in TE404** (historical inquiry using primary documents, role play, simulation, discussion, or inquiry).

There are many variations of lesson plans that are acceptable (template available in D2L). Use whatever format you are accustomed to and prefer. Be sure that the lesson plan includes the following:

1. Lesson title and length
2. MI Grade Level Content Expectations/CCSS/NGSS/anti-bias standards
3. Big powerful idea(s)
4. Essential question(s)
5. Lesson objective(s)
6. Lesson procedure: introduction; detailed activities;, linguistic, and academic differentiation and accommodation (that you identified in stage 3.1); transitions; assessments; closure; and materials needed)

***Additional Elements (15 points):***

**1. Alignment (5 points):**

All parts of your unit should align: the lessons and assessments cover the same content, and both reflect the big ideas, goals, and objectives of the unit.

**2. Drafts and Feedback (10 points):**

Revised drafts should be completed in a timely manner for instructor and for in-class workshops. Final draft should address the feedback that the instructor provided.

**Title**:Past, Present, and Future Introduction

**Lesson number (in unit)**: Day 1

**Anticipated duration**: 20-30 minutes

**Standards:**

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

**Big/ Powerful Ideas:**

1. Time is grouped into three categories the past the present and the future.
2. Changes occur between the past present and future.

**Essential Questions:**

1. How is time measured?
2. Why do changes occur between the past, present, and future?
3. How is the past and present different?

**Lesson Objectives:**

Students will be able to describe that the past means something already happened.

Student will be able to describe that the present means something is happening right now.

Students will be able to describe that the future means something will happen or is going to happen, it has not happened yet.

**Linguistic, social and academic supports:**

C.J will be able to work alone if he wants.

C.J can have five-minute breaks when he asks for them.

J.H will not have to write everything, can receive help with writing too.

A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.

**Formative Assessment(s)**:

I will be collecting the sticky notes that children will have a chance to write on during the group activity to read.

**Summative Assessment**:

After collaboration and time children will make anchor charts and I will be collecting those after the activity to read.

|  |  |  |
| --- | --- | --- |
| **Components** | **Teacher Activity** | **Student Activity**  **(**include differentiation strategies that show you are meeting the needs of ***all*** learners) |
| **Opening**  (engagement and tapping into prior knowledge) | Hands on top!   * Everybody stop!   We are going to transition to social studies. Clean up your area and meet me on the green line when I say go but not yet.  Ready set go! Count down from 10.  Today we are going to be exploring the past present and future. This is the start of our new social studies unit.  Remember in reading street we do thumbs up, side or down, when I say a sentence out loud to see if you know if it is talking about the past or present,   * Children will respond yes * We do this a lot and it connects literacy to our social studies unit   We are going to do an activity to explore the past present and future and make sure everyone knows what those words mean. | C.J will be able to work alone if he wants.  C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  C.J can sit at his desk or on the carpet. |
| **Development**  (detailed  activities including questions, transitions,  scaffolding, and  assessment)  introduction; detailed activities;, linguistic, and academic differentiation and accommodation (that you identified in stage 3.1); transitions; assessments; closure; and materials needed) | Everyone should be EEK with their number partners. You have five seconds to switch seats and get EEK.  Count down from 5.  I am putting three posters on the wall. Read them with me.  Past Present and Future.  First, we are going to talk about the past.  When I say go but not, yet you will have a sticky note on your desk.  I want you to write down what you think present means or give me an example. When you are done give me a thumbs up.  So first go to your desk, then write on your sticky note about the present, last give me a thumbs up when you are done.  Repeat those steps with me and put a finger up for each step.  What voice level do you think it will be during this time?   * Voice level zero   That is right everyone say it with me voice level zero.  Ready Set Go! Don’t forget your three steps.  Children will now be at their desks writing.  When the class is done I am going to have them come up by table and put their sticky notes under the poster past.  I will repeat these steps for present and future. I will use my attention grabber hands on top everybody stop. I will clap a rhythm when they are at their desks and I need their attention. I will always count down from 5 when I need them to go from whole group to their desks.  Then I will bring the entire class together.  I want you to turn to your partner and tell them one thing you wrote on your sticky note. Then we are going to share as a class.  Hands on top!  Everybody stop!  I will pull sticks to have children share what they talked about. Every couple of kids that go I will ask someone else to repeat what they heard someone say. | C.J will be able to work alone if he wants.  C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  J.H can have help writing if and when he needs it. |
| **Closure**  (wrap up) | So now we have a better understanding of what three words?  Children will say past present future.  I am wondering if we can circle as a class which sticky note we think is the easiest to understand.  It looks like most people said kind of the same thing for past.  Thumbs up or down should this be the one we circle.  I will do this for each anchor chart we make.  I will circle the sticky note we decide on for each anchor chart.  Then as a whole we will repeat our class definitions and examples for each of the words past present and future.  Tomorrow we will be doing a fun activity/ game with past, present, and future. | C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  C.J can work sit at his desk or on the carpet for whole group discussions. |
| **Materials Needed** | Pencils  Sticky Notes  3 Anchor Charts | J.H can have help writing if and when he needs it. |

**I sent this letter home to families before we started the unit. I collected the sheets to keep and to be able to pass out during social studies time so that no one would lose their paper.**

Dear First Grade Families,

We just finished our Science unit about sound, and we are transitioning into our next Social Studies unit: Past, Present, and Future. I want to make this unit meaningful to each and every child. This unit will have a lot to do with family and information about each child and their family. I want everyone to feel that they are important and special and be able to share those qualities with their peers. The information does not have to be fancy or over the top. If something as easy and special as Taco Tuesday is a part of a family tradition, then that is awesome! The answers should come from the children and what they think is special about themselves and their own family. This is not a competition; I just want them to have fun!

The children will have an opportunity to create timelines and learn why these are so important to history. The purpose of the timeline is to see how events in history cause things in the future and also to be able to see a series of events in an organized document.

Please talk with your child about two events that happened before they were born that impacted your family. This could be a parent/ caretaker going to college, meeting your spouse, getting married, moving to a new place for a new job, anything that you think was an influence to get you ready to have children. Then in class we will finish the timeline and talk about big events that have happened since they were born and events that they hope will happen in their future.

I also want to make a family wall in our classroom during this unit. Please email or send in up to two photos to add to our family wall. Please do this by **Wednesday March 11th.** Let the children help you pick these out. It is super important that they have who they think belongs on our family wall. This will also be so much fun to show the class and share with each other.

I am so excited about this unit, as I think it will bring us all even closer together than we already are. Building community in the classroom is very important to me and I have been looking forward to this unit all year!

Have a great weekend!

Miss Leinwand

Facts about Me and My Family!

Please return this Wednesday March 11th.

My name is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people in my family.

My family members names are:

My Birthday is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (include the year)

City and State, I was born in

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Family Traditions/What makes us special?

We speak this/these languages in our home:

An ancestor is a relative who lived before me. My ancestors came from: (try your best) ☺

One relative or important adult in my life is:

This person came from: (better if it is from another country, but does not have to be)

She or he came to this country in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (year) because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Two events that happened before I was born.



**Title**:Family Historian

**Lesson number (in unit)**: Day 6

**Anticipated duration**: 20-30 minutes

|  |
| --- |
| **GLCE(s):** *Which standards will this lesson address?*  1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.  1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.  [CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Identify the main topic and retell key details of a text. |

**Big/ Powerful Ideas:**

1. Time is grouped into three categories the past the present and the future.
2. Changes occur between the past present and future.
3. All families have a history

**Essential Questions:**

1. How are family’s histories the same or different?
2. How are you different from the past?
3. How are you the same from the past?
4. How is your family different/the same from the past?

**Lesson Objectives:**

SWBAT recall information from experiences to answer a question.

SWBT recognize that families are all different through discussion and activities.

SWABAT investigate events that form family’s histories.

SWBT recognize that some families have similarities.

**Linguistic, social and academic supports:**

C.J will be able to work alone if he wants.

C.J can have five-minute breaks when he asks for them.

J.H will not have to write everything, can receive help with writing too.

A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.

**Formative Assessment(s)**:

I will be collecting the sticky notes that children will have a chance to write on during the group activity to read. They will write one thing they learned from their partner.

**Summative Assessment**:

Children will be able to say what they learned about their partner and how it is the same or different from their family.

|  |  |  |
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| **Components** | **Teacher Activity** | **Student Activity**  **(**include differentiation strategies that show you are meeting the needs of ***all*** learners) |
| **Opening**  (engagement and tapping into prior knowledge) | Hands on top!   * Everybody stop!   We are going to transition to social studies. Clean up your area and meet me on the green line when I say go but not yet.  Ready set go! Count down from 10.  Can anyone tell me what we have been learning in social studies?   * The past, present future * About our families * We made timelines about our lives * We learned about our families in the past * We learned about the past and how it is the same or different than right now   Awesome, these are all things that we have learned in the last week. Today we are going to be diving deeper into ourselves and our families.  Are all families the same?   * No   Are all families different?   * Yes   Is it okay to be the same as your friend?   * Yes * Yes, in some ways * You don’t have to be the same at everything   Exactly, so is it okay to be different than your friends?   * Yes!   We are going to do an activity to compare and contrast our own families and the families that make up our classroom. Everyone comes from a family and that might look similar and/or different to yours. | C.J will be able to work alone if he wants or a teacher will work with him during partner activities.  C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  C.J can sit at his desk or on the carpet. |
| **Development**  (detailed  activities including questions, transitions,  scaffolding, and  assessment)  introduction; detailed activities; linguistic, and academic differentiation and accommodation (that you identified in stage 3.1); transitions; assessments; closure; and materials needed) | Everyone come to the green line and be EEK with their number partners. You have five seconds and get EEK.  Count down from 5.  I am going to pass out you’re “All About Me” papers. Sandra is going to pass out five sticky notes to each person.  Hey, Hey!   * Ho, Ho   Today we will be sharing facts about ourselves to our classmates. When I say go, but not yet, you will turn to your number partner and then tell them three things on your paper. They will write down one thing on their sticky note and then share to the class something about you. There are only a couple of rules. 1 we are saving the family traditions part for tomorrow, so you cannot use this part today as a fact. Repeat after me, we are not using the family tradition part today. 2. You will write your name at the top, your partners name at the bottom. Repeat with me.. Your name at the top, their name at the bottom. 3. Voice level 1, whisper. Have the children repeat these with me.  How many things will you tell your partner?   * 3   How many things will you write down about your partner?   * 1   When you have looked at your paper and thought of your three things give me a thumbs up.  Wait for everyone to be ready.  Okay so we are going to do three to five rounds of this depending on our time. When you hear the bell you will go to your number partner first and tell them three things then write down one. Then the other person does the same.  Kapeesh?   * Kaposh!   Then when the bell rings again everyone stops and you raise your hand to tell the class about your partner.  You will say, “I learned that (insert name) \_\_\_\_\_\_\_.  **\*have this posted on the board**\*  Then when the bell rings again you will take your sticky note, pencil, and “All About Me” paper with you and find another partner.  Does anyone have any questions?   * Do you have to say the same three things every time?   No, you take your paper with you so that you can either say the same thing or new things.  Any other questions? Give wait time.  Okay so three things you say and one you write down about your partner! Voice level 1 during this activity. Whisper! Everyone repeat.. Whisper!  Ready set go! Bell rings!  Children will now be circulating the room and we will stop each time to share answers. Then after that round I will collect the sticky notes to keep things in order/organized. I also want to read what they thought was cool about their partner.  When the class is done, I am going to have them come up by table and put their sticky notes under the poster past.  I will repeat these steps three to five times depending on the time. I will remind them of the voice level, of the sticky note rules and walk around and interact with the children. I will use my attention grabber hands on top everybody stop. I will clap a rhythm when they are at their desks and I need their attention. I like to mix up my attention grabbers so they pay attention to me.  Then I will bring the entire class together.  Hands on top!  Everybody stop! | C.J will be able to work alone if he wants.  C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  J.H can have help writing if and when he needs it. |
| **Closure**  (wrap up) | Children will return back to their seats sitting next to their number partners. They will pick the coolest fact they learned about someone else and tell their first partner, their number partner. This way no matter what everyone is learning something about someone else and everyone gets the chance to talk if they did not volunteer to do it during whole group. | C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H: all have the option to sit in front of the white board in the front when directions are being given.  C.J can work sit at his desk or on the carpet for whole group discussions. |
| **Materials Needed** | Pencils  Sticky Notes  All About Me Papers | J.H can have help writing if and when he needs it. |

**Title**:Inside/Outside Discussion Family

**Lesson number (in unit)**: Day 7

**GLCE(s):** *Which standards will this lesson address?*

[CCSS.ELA-LITERACY.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

D1.K-2.10 I find it interesting that groups of people believe different things and live their

daily lives in different ways.

ID.K-2.5 I see that the way My family and I do things Is both the same and Different from how Other people do things

and I am interested in.

both.

**Anticipated duration**: 20-30 minutes

**Big/ Powerful Ideas:**

1. All families have a history

**Essential Questions:**

1. How are family’s histories the same or different?

**Lesson Objectives:**

SWBT recognize that families are all different through discussion and activities.

SWBAT recall information from experiences to answer a question.

**Linguistic, social and academic supports:**

C.J will be able to work alone if he wants.

C.J can have five-minute breaks when he asks for them.

J.H will not have to write everything, can receive help with writing too.

A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.

**Formative Assessment(s)**:

I will be listening to children as they do the inside outside activity. I will be using a check list on a clip board as I walk around and listen.

**Summative Assessment**:

I will also be asking for volunteers to share what they learned about their classmates in a whole group conversation after the activity. Then everyone will be doing an exit ticket. The paper will look like this.

Name: Date:

I have a similarity with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I have a difference with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. is different than me because: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| --- | --- | --- |
| **Components** | **Teacher Activity** | **Student Activity**  **(**include differentiation strategies that show you are meeting the needs of ***all*** learners) |
| **Opening**  (engagement and tapping into prior knowledge) | Hands on top!   * Everybody stop!   We are going to transition to social studies. Clean up your area and meet me on the green line when I say go but not yet.  Ready set go! Count down from 10.  Can anyone tell me what we did yesterday?   * We learned about our friends in class * We wrote down facts on sticky notes * We were able to see if anyone had similarities or differences   Awesome, we were able to learn about our classmates and their families. Today we are are going to specifically learn about our family traditions. Remember the coolest thing we have learned is that some families have similarities and lots of families have differences and is it okay to be different from your best friend.  Class yells together YES!  Exactly that makes us all unique and it is so cool to learn about new things and even your best friend could be different from you and that is okay!  We are going to do an activity that I think everyone is going to love. 1 because you all love to talk to your friends in class. 2 because we are going to be able to get to move around during this activity. But you have to follow some rules or else it could get messed up. DO you think you can do it?  Everyone says YESS~ | C.J will be able to work alone if he wants or a teacher will work with him during partner activities.  C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  C.J can sit at his desk or on the carpet. |
| **Development**  (detailed  activities including questions, transitions,  scaffolding, and  assessment)  introduction; detailed activities; linguistic, and academic differentiation and accommodation (that you identified in stage 3.1); transitions; assessments; closure; and materials needed) | Everyone come to the green line and be EEK with their number partners. You have five seconds and get EEK.  Count down from 5.  Hey, Hey!   * Ho, Ho   Today we will be sharing facts about ourselves to our classmates. Remember yesterday I said we were not going to use our family tradition facts. That is because today we will be using those to explore our friends and their families. When I say go, but not yet, we will get into two different circles and outside circle and an inside circle. The circles will be facing into each other and this will make more sense when we actually make our circles. I will help you all. Then you will say your fact to the person standing in front of you, and the other person will say theirs. Then you will answer the questions that will be on the smart board together. Kapeesh? They say Kaposh!  Let’s go over together what will be on the Smart Board.  **\*post this on the board**\*  Inside circle person says their fact.  Outside circle person says their fact.  Together: What is a similarity? What is a different? Comments/Questions/Compliments  So first you will each say your fact.  Then you will compare and contrast. We have been talking about this in Reading Street (Literacy Curriculum). Can anyone tell me what that means?   * If something is the same or different   Exactly, we will talk about what was the same or different.  Will everyone have something that is the same?   * NO   Will everyone have something that is different?   * Maybe??   It will be a mixture; some people might have similarities, and some might have more differences. This is the fun part of the activity. This is the point of comparing and contrasting. We are receiving data about our class and finding things that are the same and different about each other. How many things will you tell your partner?  Then at the end if you have extra time you can ask your partner a question or make a comment/compliment.  What is a compliment?   * Something nice that you say to a person   Exactly, so if you hear that someone has a family tradition of taco Tuesday. You could say wow I love tacos, that sounds like fun!  Let me ask you all this show me a thumbs up or down.  So let’s say I am talking to Mrs. Staudt and she says my family we always have sushi on Fridays. In the middle of her talking I say EWWWW SUSHI THAT IS SO GROSS. Is that okay to say to someone?  Everyone does thumbs down.  Would that make them feel good?  Everyone does thumbs down.  No, exactly you could say hmm I’ve never had sushi before, or I tasted it once, but I do not prefer sushi.  Everyone has family traditions that are special to them and their family. Even though there might be some similarities we all are unique and special. It can be hard to share information to other people if they are going to make fun of us. We have to remember to respect everyone.  Kapeesh?  Everyone says Kaposh!  (These numbers they have had all year)  Okay so first I want all the 1’s to stand up and make a circle. I will help them face outside and make a circle.  Now I want all the 2’s to make a circle outside of the 1’s and face someone in that circle. I will help them.  So, the inside circle will always move to the right. I will help you each round. No one move yet. When I said go, but not yet, you will follow the direction we talked about on the board.  Ready Set Go!  I will walk around the room with my clipboard and make check marks on people’s names. I really want children to be able to compare and contrast about their partners. If I feel like a group is struggling, I will chime in and ask questions. | C.J will be able to work alone if he wants.  C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H all have the option to sit in front of the white board in the front.  J.H can have help writing if and when he needs it. |
| **Closure**  (wrap up) | Children will return back to their seats sitting next to their number partners. I will ask people to volunteer and tell me a similarity or difference they learned about someone in their class. Then after our group discussion they will do an exit ticket. They will write one similarity and one difference they have with someone in the class. I will show them the paper on the smart board and go over the directions with them. They will use complete sentences and turn it into the red box when they are done. Then they can read. | C.J can have five-minute breaks when he asks for them.  A.W, N.B, J.D, C.J, and J.H: all have the option to sit in front of the white board in the front when directions are being given.  C.J can work sit at his desk or on the carpet for whole group discussions. |
| **Materials Needed** | Pencils  Exit Ticket paper with sentence stems on them.  Smart Board | J.H can have help writing if and when he needs it. |