

LESSON PLAN

NAME: Stephanie Moses

DATE: 20th Oct 2020

SUBJECT OF LESSON: Social Studies

GRADE LEVEL: Grade 2

TIME ESTIMATE: 45 minutes

I. INTENDED STUDENT LEARNING OUTCOMES

- Students will choose and label six common family traditions in the community given six pictures and a word bank, making up to two errors.
- Students will draw and label the names of two of their family traditions from memory with no errors.

1. Ontario Curriculum Expectations (Social Studies, Visual Arts & Language)

This lesson meets the below mentioned Ontario curriculum expectations:

- A3:4 – Students are expected to describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada. (Social Studies)
- D1.1 – Students are expected to create two and three-dimensional works of art that express feelings and ideas inspired by activities in their community. (Visual Arts)
- 1.2: Oral communication: Listening to Understand- Students are expected to demonstrate appropriate listening behaviour by active listening strategies in a variety of situations. (Language)

III. BODY OF THE LESSON

A. Setting the Stage for Learning/Anticipatory Set

Time estimate - (7 mins)

“Good Morning girls and boys. We are going to learn about family traditions today.” (Write ‘family traditions’ on the white board).

“What are we going to learn about? (Have the class repeat the answer in order to clearly communicate and establish the purpose of the lesson).”

“What do you think the word tradition means?”

(Call on students as they raise their hand to answer and record answers on the white board).

“Wonderful answers! A tradition is something that you do as a family for many many years. It is something that has been passed from one generation to another; like from your grandparents to your parents, and then from your parents to you.

Ms. Moses is going to read a beautiful story about traditions to you today.”

(Show the cover of the book to the class).

“Who is going to help Ms. Moses read out loud the title of the book?”

(Call on names as they raise their hands)

"Very good boys and girls. Yes, the name of the book is 'The Keeping Quilt'.

How many of you know what a quilt is?

Look at the picture on the cover carefully and try to think what a quilt can be. Can the colorful cloth in the picture be a quilt?" (Wait for students to respond)

"Very good! That is a quilt.

Ms. Moses brought a quilt from home to show you what it looks and feels like; here it is! (show the quilt to the whole class).

I am going to pass it around so that each of you gets a chance to touch it and look at it closely (handover the quilt to the student sitting in the far left or right corner of the class and wait until the whole class has had its turn).

"Now raise your hand if you have seen a quilt or something like it before?"

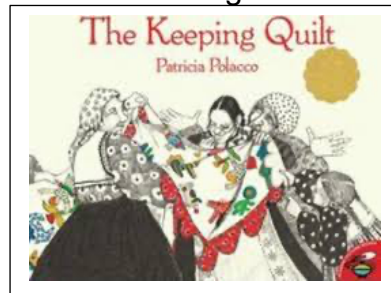
(Call on a few students; they will most likely say it looks like a blanket, comforter or sheet).

"Wonderful! A quilt is like a blanket or comforter that you have seen at home just like you all said. But the only difference is that a quilt has pieces taken from a lot of different clothes or pieces of fabric and sewn together like you saw in the quilt that was passed around.

Now that we all know what a quilt is, it's time to start reading!"

B. Steps of the lesson

a) Activity #1 – Time Estimate (16mins)



(Read-aloud of 'The Keeping Quilt')

"Boys and girls, did you like the story? Wonderful!"

"What was the family tradition in the story?" (wait for students to respond)

"Yes! It was the quilt that was passed on from generation to generation for a very long time."

"We are going to do a think-pair-share now."

"Remember how we do that? We first think, then we share what we thought with our partners and then we share with the whole class. Now think about why the quilt was so special and important to this family?" (Give 30 seconds think time on the digital clock)

"Now turn to your neighbor and share your answers with each other.

(Give 1 minute for sharing on the digital clock)

"Who wants to share what their neighbor said with the class?"

(Call out on a couple of students as they raise their hands)

"Very good! Amazing answers. It shows that you have all been listening carefully.

Yes, the quilt is important to the family because it was made with scraps from their family's clothing. And because it was made by their great-grand parents many years ago to remember the country they came from. In the same way, our family traditions are important to us for important and special reasons."

b) Activity #2 -Time Estimate (8mins)

“Now, do you think every family has the exact same quilt they pass on to their children as a family tradition?” (Wait a few seconds for students to respond).

“You are right- It is not so! We have different traditions in our families.

“Take a look at this picture. What is the tradition you see here?” (Call on students who raise their hands).



“Absolutely right; celebrating birthdays with a cake is a tradition in this family.

How many of you do the same thing for your birthday?

(Give a few seconds for students to respond).

“That’s great! I do the same. So, there are some traditions that are special just to our families alone and some that are common among many families. I am going to hand out a worksheet now with more pictures like this with common traditions. I want you all to use the word bank and label the tradition shown in each picture.”
(Worksheet 01 will be handed out to all students)

c) Activity #3 –Time Estimate (7mins)

Now, think of some traditions that you celebrate or follow in your family. I want each of you to think about two such traditions and draw them on a sheet of paper, color them nicely and label them with the name of the tradition. If I was drawing a picture of one of my family traditions, I would draw exchanging gifts with my family on Christmas day because that’s something we do as a family every year. So, think about something you do with your family every year like that.

C. Accommodations

1. Students with autism

- a. He or she will be given a sheet with an existing sketch for activity #3 and instructed to only color it. The sheet will also have a word bank which will help the student match it to the pictures without having to label them from memory.
- b. Student with autism will be paired with someone who is sensitive to their needs and abilities. This will ensure that neither parties are frustrated or discouraged during partner activities.

2. English language learners

- a. Difficult vocabulary words from ‘The Keeping Quilt’ will be hung in the classroom a few days in advance and explicitly taught during literacy lessons.

- b. An illustrated English learner (bi-lingual) dictionary will be provided to look up any unfamiliar words used during the lesson.

D. Closure: *Time Estimate (6mins)*

"We are going to do a timed pair share now. Ms. Moses will throw 2 minutes on the clock and you will see it on the projector screen. In those two minutes I want you and your neighbor to share your pictures with each other and talk about it. You will hear the alarm go in two minutes and you will stop sharing. Each pair will come in front of the class and explain your pictures to us. Don't forget to give your partner a chance to talk when sharing; you only have two minutes. (At the end of two minutes each pair will come forward and present their pictures to the class)

IV. ASSESSMENT:

- Formal assessment and rationale
 - Assessment – Activity #3 (Drawing pictures of two traditions and labeling them from memory)
 - Rationale – This will demonstrate if each student understood the meaning of a family tradition and was able to draw a connection to his or her personal life after seeing the examples used in class.
 - Assessment – Completion of individual family tradition worksheets with the help of a word bank.
 - Rationale – This will help make inferences about student's ability to understand pictures in relation to subject content being taught and relate to common traditions observed in the community.
- Informal assessment and rationale
 - Assessment – Observations during partner activities (think-pair-share and timed pair-share) and whole class discussions.
 - Rationale - This will help make individual student notes about important skills such active listening, clear communication, valuing other's opinions and waiting your turn to talk.

Worksheet 01 for Activity #2

Family Traditions

Christmas tree	Thanksgiving turkey	St. Patrick's Parade
Pumpkin carving	Apple picking	Canada day fireworks

