

Social Studies: Lesson Plans

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LESSON ONE

NAME: Stephanie Moses

DATE: 20th Oct 2020

SUBJECT OF LESSON: Social Studies

GRADE LEVEL: Grade 2

TIME ESTIMATE: 44 minutes

I. INTENDED STUDENT LEARNING OUTCOMES (SLOs) (Objectives) (4 pts.)

- 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. Learning Targets: (1 pt.)

- I can identify and label some common family traditions in my community.
- I can draw and label the names of two of my family traditions.

2. Ontario Curriculum Expectations (Social Studies), Arts Standards (1 pt.)

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)

II. PREPARATION

1. Materials:

- a. Student materials **(1 pt.)**
 - Paper, pencil and crayons
- b. Teacher materials **(1 pt.)**
 - 'The Keeping Quilt' by Patricia Polacco
 - A quilt
 - A picture of a birthday celebration
 - Class worksheets and homework worksheets
 - Lap top and projector/screen

2. Prior Knowledge: List at least two. (2 pts.)

- Understanding of grade level vocabulary
- Sketching pictures and coloring
- Matching words with pictures

3. Need to Do Ahead of Time: (2 pts.)

- Order a copy of 'The Keeping Quilt' by Patricia Polacco

- Make necessary arrangements to have a quilt ready for the lesson
- Print adequate copies of the 'Family tradition' and 'Comparing family traditions' worksheets
- Arrange desks in twos or fours in order to make pairing easy for partner activities
- Arrange laptop (with a digital timer application) and projector/screen for timed pair share

III. BODY OF THE LESSON

A. Setting the Stage for Learning/Anticipatory Set: (3 pts.)

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?" (A1)

(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). (SE01)

"Who is going to help Ms. Moses read out loud the title of the book?" (A1)

(Call on names as they raise their hands)

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

(IE1)

How many of you know what a quilt is? (A1)

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! (SE01) (show the quilt to the whole class).

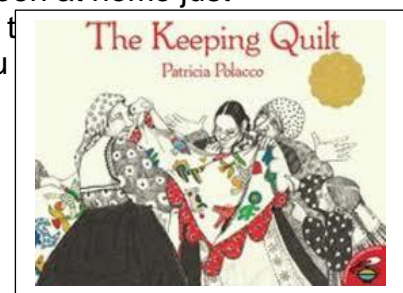
I am going to pass it around so that each of you gets a chance to touch it and look at it closely (handover the quilt to the student sitting in the far left or right corner of the class and wait until the whole class has had its turn).

"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 of different clothes or pieces of fabric and sewn together like you that was passed around.

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



B. Steps of the lesson (10 pts.)

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." (SE03)

"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. (A1)

(Give 1 minute for sharing on the digital clock)

"Who wants to share what their neighbor said with the class?" (A1)

(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) (IE4) (A2)

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. (A2)

1. Alternative plan

- The alarm clock on the phone will be used if the lap top timer fails to work as planned for partner activities.
- If students seem uncomfortable or struggle to share their partner's thoughts in activity 1, they will be encouraged to share what they thought.

2. Technology -Indicate how technology is integrated in this lesson.

- A digital timer will be used in the lesson for partner activities. The timer will be a lap top application displayed on the projector screen.

3. Unfinished work/homework

- All unfinished work will be put in the respective student's bin and completed as bell work the following day.
- Students who finishes work sooner than others will be encouraged to write a sentence about family traditions based on what was learnt.
- Homework- All students will be given a detailed work sheet on family traditions that has to be completed for the following day's lesson.
(Refer worksheet 02 attached - They must get help from an adult at home and fill only the 'my family celebration' column of the sheet)

C. Accommodations: (4 pts.)

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. (A3)

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. (A3)

D. Closure: (2 pts.) Time Estimate (6mins)

"We are going to do a timed pair share now. (SE03) 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) (A1)

IV. ASSESSMENT:

- Formal assessment and rationale **(2 pts.)**
 - 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 **(2 pts.)** Describe in detail.
 - 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.

V. REFLECTION: N/A

Worksheet 01 for Activity #2

Family Traditions


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



Worksheet 02 – Sent for homework

Level a **Comparing Family Traditions** Name: _____

Every family has different traditions and celebrations. Some celebrations are from different cultures. Some families might have the same celebration but with different traditions. Lila and Beca both celebrate Chinese New Year. But Lila's family makes dumplings at home, while Beca's family goes to the restaurant. Think about your family celebrations and traditions. Talk about how they might be the same or different from your classmates.



Choose a family celebration and fill in the chart. Write in your classmate's information and compare.

How do you celebrate?	My Family Celebration:	Classmate's Family Celebration:
Date / Time		
Place		
Food		
Special Activities		
People		

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References

Nasir, F., Kainth, H., & Grewal, J. (2007). *Integrated unit plan: Grade two traditions and celebrations*. Ontario Tech University.

<https://webcache.googleusercontent.com/search?q=cache:46lIKVeHD1AJ:https://faculty.ontariotechu.ca/hughes/unitplans/Grade2TraditionsandCelebrations.doc+&cd=3&hl=en&ct=clnk&gl=ca>

Polacco, P (1988). *The Keeping Quilt*. New York: Simon & Schuster Books for Young Readers.

LESSON TWO

NAME: Stephanie Moses

DATE: 20th Oct 2020

SUBJECT OF LESSON: Social Studies

GRADE LEVEL: Grade 2

TIME ESTIMATE: 42 minutes

II. INTENDED STUDENT LEARNING OUTCOMES (SLOs) (Objectives) (4 pts.)

- Students will compare, contrast and write two differences and similarities between their family traditions and a peer's traditions from memory making up to one error.
- Students will draw a picture of the favorite characteristics of a peer's family tradition from memory with no errors.

1. Learning Targets: Write out the statements you will share with students ("I can....") (1 pt.)

- I can compare and contrast my family traditions with my peer's traditions.
- I can write about two differences and similarities between my family traditions and those of my peers.
- I can draw a picture of my favorite characteristics of a peer's family tradition.

2. New York State Common Core Standards (Social Studies), Arts Standards (1 pt.) – Identify **all** the standards that this lesson addresses.

This lesson meets the below mentioned Ontario curriculum expectations:

A1:2 – Students are expected to compare their traditions and celebrations with those of their peers' families (Social Studies).

A2:1 – Students are expected to guide investigations into some of the past and present traditions and celebrations in their own family and the community to which they belong (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: Writing Expectations: Developing and organizing content- Students are expected to sort ideas and information using simple graphic organizers such as a Venn diagram with support and direction. (Language)

II. PREPARATION

1. Materials:

a. Student materials (1 pt.)

- Pencil, paper, crayons
- Home work sheets (Comparison of family traditions- worksheet 01)

c. Teacher materials (1 pt.)

- Lap top, projector/ screen
- Power point presentation: My family traditions (and printed copies)

- Venn diagram - Worksheet 02

4. Prior Knowledge: (2 pts.)

- Understanding of the meaning of family traditions
- Ability to express ideas through drawings

5. Need to Do Ahead of Time: (2 pts.)

- Create power point presentation on family traditions and print them.
- Arrange lap top and projector/screen for power point presentation
- Arrange desks in twos or fours in order to make pairing easy for partner activities (maintain same arrangement from previous lesson)
- Create and paste label for picture wall (Our family traditions) and clear any old pictures that have to be removed from the year or term before.
- Print worksheet 02.

III. BODY OF THE LESSON

A. Setting the Stage for Learning/Anticipatory Set:

Time estimate - (7 mins)

“Good morning boys and girls! What did we learn about yesterday?”

(Call on students as they raise their hands).

“Yes, we learnt about family traditions. And what do we know about family traditions?” (Wait for a few students to share their responses, acknowledge and summarize them). “Yes, traditions are things that you do as a family year after year, and they are passed on from generation to generation- from our grandparents to our parents and to us. We learnt about some traditions that are celebrated or practiced by many families in our communities yesterday. Do you remember them?” (A1)

(Give wait time and call on students as they raise their hands)

“Very good! Today we are going to learn about each other’s traditions. We are going to compare our family traditions with a friend’s family tradition. Are you excited?”

“Ms. Moses is going to be the first to share her traditions and I have made a small presentation for you all.” (SE01)

(Slides of power point presentations attached at the end of the lesson plan)

“As a family we celebrate the New year on the first day of every year. We celebrate it at home; we prepare and eat different kinds of cultural food. They are a mix of sweet and spicy food- we call them kiribath, kevum and kokis in my culture. We go to church on that day, eat together as a family, exchange food with our neighbors and give gifts to our loved ones. My grandparents and parents always give me money on that day. This is one of the many traditions we keep as a family. Now it’s time for you to share your family traditions with each other.”

B. Steps of the lesson (10 pts.)

a) Activity #1- Time estimate - (12mins)

“I want you all to take out the homework sheets (Work sheet 01 attached) that you completed with your families. You will come forward one by one and share the

details about one of your family traditions. Each of you will end your presentation by saying I am proud of my traditions. We are all going to cheer for everyone who presents by clapping our hands. (IE3)

(Each student will come in front of the class and present the information on the worksheet. The teacher candidate will help read out any difficult words).

"Now, how many of you think that you and I have some things in common about our traditions? Is there anything that was there in my presentation and yours?"

Yes, absolutely right! Some of you share a meal with your families on a special day just like me. Some of you exchange gifts and some of you eat rice with your families on special days like me! So, although our traditions are different, we have a lot in common- Is that right?"

d) Activity #2 - (List steps and describe in detail what you will say/explain to students) Time estimate - (9mins)

"Now, you are going to compare your family traditions with your partners and fill the other half of the worksheet" (Worksheet 01 attached).

"Talk to your neighbor and ask them the name of their family celebration and where they celebrate it? Fill all the rows the same way by asking all the questions on the worksheet. You will fill your partner's answers on the right side of the sheet, next to your own answers." (SE03)

(Teacher candidate will hold up the worksheet and indicate the part of the sheet that has to be completed).

e) Activity #3 – (Describe individual formal assessment – write out in detail what you will say/explain to students) -Time estimate - (7mins)

"You will now complete a Venn diagram. How many of you know what a Venn diagram is?" (Give wait time).

"A Venn diagram has two circles that overlap in the middle (Teacher candidate will draw a Venn diagram on the white board). Now I am going to complete a Venn diagram as an example and I need a volunteer from the class."

(Pick someone who usually does not volunteer for activities).

"Ok boys and girls tell me something common between Ms. Moses and Jessi (pseudo name of student).

(Write similarities mentioned by students (such as gender, type of hair, language spoken etc) in the overlap segment of the circle and the differences outside it).

"That is how you complete a Venn diagram when you compare two things. You write similarities in the middle and the differences around it."

"Now, I want each of you to do the same. Think of the family tradition that you exchanged with each other as partners and complete venn diagram on worksheet, comparing your family tradition with his or hers." (Worksheet 02 attached)

"Write down the name of your peer at the top of the page and write at least two similarities between your family traditions in the middle of the circles and two differences outside." (A2)

4. Alternative plan -

- If the computer or projector does not work, I will use the pictures of my family tradition (printed out as part of the preparation for the lesson) and talk about the them.
- If a student forgets to bring their homework sheet back, I will give them an extra sheet and help them fill it based on details they know. (I will help them recall information and help with facts they are uncertain of)

5. Technology -Indicate how technology is integrated in this lesson.

- A lap top and projector will be used in the anticipatory set of the lesson to share information about my family tradition in the form of a power point presentation.

6. Unfinished work/homework -

- Students will complete any unfinished work during recess.
- Homework – There won't be any homework given following this lesson
- Students who finish their work sooner can complete any unfinished Social Studies work in their bins or try to independently read 'The keeping quilt'.

Accommodations: (4 pts.)

1. Students with autism

- a. Student will be seated near the teacher for additional assistance during activities
- b. Student will be allowed to take a mini-break if it seems like the or she is struggling to stay on-task throughout the lesson. (A3)

2. English language learners

- a. Extra wait time will be provided after every question asked during the lesson in order to for them to translate their thoughts into English and draw up the courage to participate in class discussions.
- b. Student will be allowed to draw similarities and differences between family traditions instead of writing them in the Venn diagram. (A3)

D. Closure: (2 pts.) - Time estimate - (7mins)

"Draw a picture of the favorite things about your partner's family tradition. Think of everything you talked about and draw what you liked the most about your partner's family tradition. Once you complete your drawing, label it on top saying 'My friend's family tradition' and mention his or her name. Write your name at the bottom. I will help you hang it on the wall when you are done." (A1)
(The wall will be labelled as 'Our family traditions').

V. ASSESSMENT:

• **Formal assessment and rationale (2 pts.)**

- Assessment – Activity #3 (compare, contrast and write two differences and similarities between their family tradition and a peer's tradition from memory making up to one error).

- Rationale – This will demonstrate if each student understood the characteristics of their own and their peer's family tradition and is able to see the similarities and differences between them.
- Informal assessment and rationale (**2 pts.**) Describe in detail.
 - Assessment – Observations during partner activities
 - 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.
 - Assessment – Responses during class discussion
 - Rationale – Helps understand student's prior knowledge and ability to make person-to-person connections

V. REFLECTION: N/A

My Family Tradition:
Power Point
Presentation 01

My Family Tradition
By Ms. Moses



Special activities




Worksheet 01 for Activity #2

(Completed for home from previous lesson& will be used for activity #2)

Level a **Comparing Family Traditions** Name: _____

Every family has different traditions and celebrations. Some celebrations are from different cultures. Some families might have the same celebration but with different traditions. Lila and Beca both celebrate Chinese New Year. But Lila's family makes dumplings at home, while Beca's family goes to the restaurant. Think about your family celebrations and traditions. Talk about how they might be the same or different from your classmates.



Choose a family celebration and fill in the chart.
Write in your classmate's information and compare.

How do you celebrate?	My Family Celebration:	Classmate's Family Celebration:
Date / Time	_____	_____
Place	_____	_____
Food	_____	_____
Special Activities	_____	_____
People	_____	_____

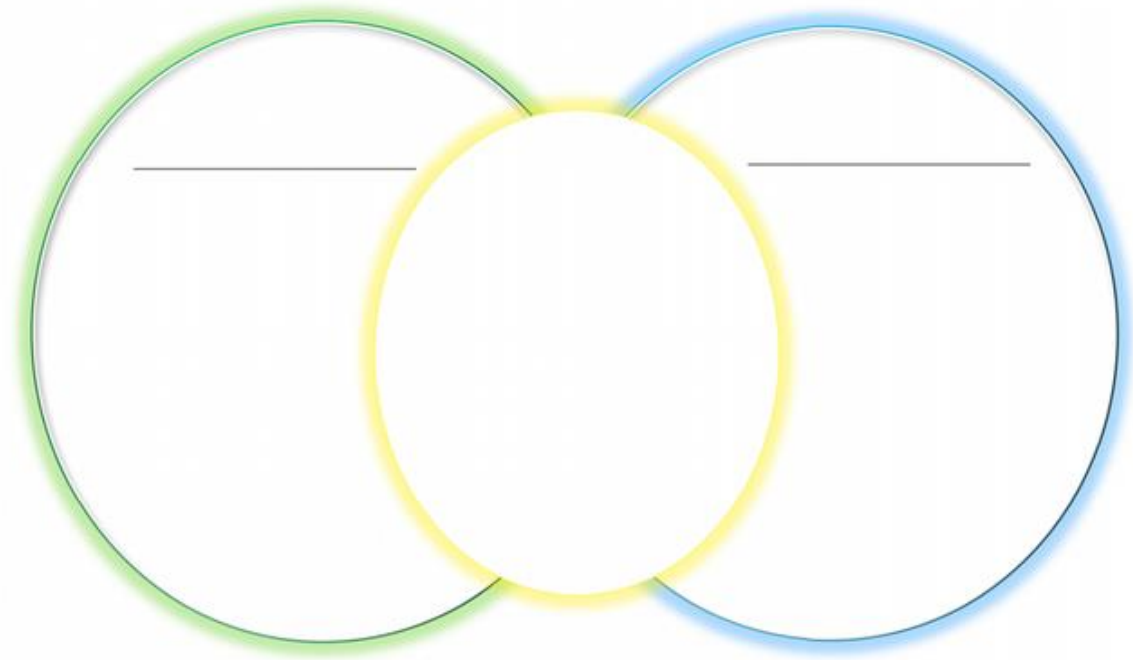
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Worksheet 02 for Activity #3

Name: _____

Date: _____

Venn Diagram



References

Nasir, F., Kainth, H., & Grewal, J. (2007). *Integrated unit plan: Grade two traditions and celebrations*. Ontario Tech University.

<https://webcache.googleusercontent.com/search?q=cache:46lIKVeHD1AJ:https://faculty.ontariotechu.ca/hughes/unitplans/Grade2TraditionsandCelebrations.doc+&cd=3&hl=en&ct=clnk&gl=ca>