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| **Name: Lauren Milne** **Teaching Date: 27 October 2011****Lesson Topic: What is a Community? (40-minutes)** |
| **Preplanning Tasks:**1. **National & State Standards:**

**Grade Level: 3****EALR:** 3. GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.**Component:** 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.**GLE:** 3.1.2 Understands the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the U.S.**Content Analysis:** Concept Analysis Definition of Community: a community is a place where people live, work, play, and share special times. Examples of a Community: a group of people, town, or neighborhood. Non-examples of a Community: one person. Critical Attributes: must have places to live, work, play, and share special times. Noncritical Attributes: the places to live, work, play, and share special times may or may not be the same in every community.1. **Objectives (lesson & academic):** When prompted or asked (CONDITION) to describe what a community is (CONTENT), the student will state (BEHAVIOR) one example for 10 out of 10 of the following components: how communities make us feel, ways people get together, places to have fun, places to live, places to shop, and jobs in a community (CRITERIA).
2. **Pre-requisite knowledge/skills:** name of town and knowledge of popular town hotspots
3. **Key Pre-requisite Vocabulary:** town, family,(synonyms of community)
4. **Materials:** whiteboard markers, erasers, DocCam, response cards
5. **Resources (if applicable)**
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|  | **AABs, ASRs, CFUs** | **TIME** |
| **Lesson Opening:**1. **Signal for Attention:** “Good Morning Boys and Girls. I am no longer going to be teaching the math unit. Starting today, we are going to begin a unit in Social Studies.”
2. **Behavior Expectations:** “By now everyone should know what my behavior expectations are. With a raised hand, someone tell me one of my expectations.”
3. Eyes and Ears on Speaker
4. “What does that look like?”
5. Remain Seated
6. “What does that look like?”
7. Mouths Closed
8. “What does that look like?
9. Raise Hand to Speak
10. “What does that look like?”
11. Materials Ready
12. “I have written a list of materials on the board. Show me what materials ready looks like.” (White Board, marker, eraser, social studies book)
13. Stay on Task
14. “What would that look like if we were reading a book?”
15. **Statement of Target:** “The unit we are beginning is all about communities. What they were like in the past, how they are now and how different types of communities work together. In order for us to understand communities, we need to know what a community is. Today’s target is defining *community*.”
16. **Key Vocabulary:**
17. Community: a place where people live, work, play, and share special times.”
18. Time Capsule: a sealed container holding objects, pictures, films, and other records of civilization.”
19. **Activate Background Knowledge (ABK):** “Think of words you already know. What other words remind you of “*community*?” (This will be discussed later in the lesson)
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| **Lesson Body:**1. **Presentation of Information/ Demonstration:**
	1. (*10 MINUTES*) Communities Are People: “Everyone, open your Social Studies book to Pg . I will know you are on the right page when you see a picture of a boy reading.”

\**Look at Noah’s Picture (Pg ). Have students answer questions on whiteboards.*\** + 1. “What do you think the building in the picture might be?”
			1. Office
			2. School
			3. Bank
			4. Store
			5. Library
		2. “What is the boy in this picture doing?”
			1. Reading a book
			2. Holding a stuffed animal

*\*Have students to read aloud Noah’s Statement and 2nd paragraph. Questions are a group discussion.\*** + 1. “What new information does this give about the building or the boy in the picture?”
			1. Type of building
			2. Location of building
			3. Why the boy likes community and library
		2. “Does your community sound at all like Royal Oak? Why?”
			1. Yes, it has a library
		3. “What is special about Noah’s library?”
			1. Puppets can be checked out like books
		4. “Does our community have a library?”
			1. Yes
			2. Any differences it might have
		5. “What other special things do libraries do?”
			1. Story hours
			2. Put on plays
			3. Have videos to check out
		6. Define “Community” (Words associated with)

 \**Write* “Community” *on board*\* “According to Noah, the library is a part of his community. Think for a moment and write down on your whiteboards different words that remind you of “community”. When you are ready, set your whiteboard and pen on your desk and look up here.”* + - 1. People
			2. Neighborhood
			3. Town
				1. “What can we find in a town?”

*\*Have them write on whiteboard and then write down the answers below as they are given:\**JobsGet togetherFun placesHomesstores*\*Pass out Response Cards and have students fill in boxes. Have them show answers and write on board in concept map\*** + 1. How We Feel About Community
			1. Busy
			2. Quiet
		2. Jobs
			1. Firefighter
			2. Teacher
		3. Ways We Get Together
			1. Picnic
			2. Party
		4. Places to Have Fun
			1. Movie Theater
			2. Park
		5. Places to Live
			1. House
			2. Apartment Building
		6. Places to Shop
			1. Supermarket
			2. Mall
	1. OPTIONAL: Understanding A Community

*\*Have random students read each of the three paragraphs on (Pg. )\** “Everyone, reopen your books to Pg. .” \**Then have student read caption in picture \** “’Help Riverdale send a message to the future’. What does ‘help’ mean class?” \*Write on board and define\* “What about message? What different types of messages could they send?” \*Write on board\* “Now, how are they going to send a message to the future?”* + 1. “Their town is called Riverdale. What is the name of the place where you live?”

*\*Write Lynden on Board after students answer and circle\***\*Turn to Pg. and have random student read first two sentences. Have class read second sentence together and point to definition on board. Have student finish paragraph\***\*Ask students what a time capsule is. Give definition:\*** + 1. Time Capsule
			1. Define: a *time capsule* is a sealed container holding objects, pictures, films, and other records of civilization.

*\*Handout Community and Time Capsule Worksheet. Have students put in work folder for now.\*** + - 1. “If you made a time capsule about Bernice Vossbeck Elementary, what items would you put in it? I want you to put down your ideas on this handout.”

\*Have random students finish up the reading of “Understanding a Community”\*\*Let students work on handout for a few minutes then put away in work folders\** 1. Communities Are Alike
		1. “Do all communities have similar places to live, work, play, and share special times?”
			1. Answer: YES
		2. “So, in a way, isn’t our class a community?”
1. **Supervised Practice**

**\*Letters to Selves\***1. **Additional** **Examples**

 a. “In my hometown of Monroe…” |   |  |
| **Lesson Closing:**1. **Statement of review:** “Today, we learned about what a community is. We then discussed how people share their communities with others by making time capsules.”
2. **Evaluation:** “On your whiteboards, write down one thing that makes your town a community.”

**OR** “For homework tonight I want you to finish both sides of the handout.”1. **Transition statement:** “It is time for \_\_\_\_\_\_\_. Put everything into your work folders and Mr. DeMann will have your next directions.”
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