# Community Unit Grade 3 Created by: Julie Hamm



Julie Hamm EDUC 327 Heather Schilling Goals/Ojectives/Rationale 9-22-08

## 3<sup>rd</sup> Grade Social Studies Unit: COMMUNITY

#### Goals:

- Students will understand the importance of local government services within their community, know where they are located, and learn more about each service.
- Students will understand characteristics of good citizens.

#### Indiana State Standards (Social Studies):

- 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.
- 3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship.

#### **Objectives:**

- Students will be able to identify specific services governments provide.
- Students will understand the importance of having a government.
- Students will explain the importance of being a good citizen of both the state and the nation.
- Students will identify characteristics of good citizens.
- Students will be able to define and recognize different communities.
- Students will be able to nominate each other to the principal for being good citizens.

#### **Rationale for Teaching This Unit:**

Students need to understand this information because they are currently students in a variety of communities and need to understand what is or will be expected of them. Also, students need to know the location of services within their community in case they are in danger and need help. The services need to be defined for the students so that they know and understand who can help them if situations arise. It is also never too early for students to be exposed to trades they can perform when they are older.

# **Community Pre/Post Assessment**

Name \_\_\_\_\_

- 1. True or False Good citizens help their neighbors.
- **2. True or False** A citizen is only a member of the baseball team.
- 3. True or False Good citizens vote.
- 4. True or False I am a part of many different communities.
- **5.** List 3 characteristics of a good citizen.

# **Community Pre/Post Assessment**

# **Answer Key**

- 1. True
- 2. False
- 3. True
- 4. True
- 5. Answers should include traits such as:
  - Honest
  - Caring
  - Helpful
  - Respectful
  - If the answer makes sense and is something we have talked about



# Manchester College Education Department Lesson adapted from a similar lesson seen by the Manchester College Education professors. Lesson written by Julie Hamm

Lesson: Introducing Community Unit (cooking)

#### Approximate Length: 30 minutes

#### Academic Standard:

- Math 3.1.8 Show equivalent fractions using equal parts.

#### **Performance Objective:**

- Each student will draw a picture representing the fraction on their index card as well as the fractions of their group members' to show they are equivalent fractions with 100% accuracy.

#### Assessment:

✓ Collect each student's index card with the three separate pictures. Did they draw them correctly?

#### **Advanced Preparation for Teacher:**

- ✓ Obtain a large bowl to make the lemonade in
- ✓ Obtain enough jars for each student
- ✓ Prepare index cards with fractions written on them
- ✓ Obtain instant lemonade packets

#### Procedure:

#### Introduction:

Over the next few weeks we will be discussing the concept of community. We will be learning many things about communities such as what is in a community, what a citizen is and what good citizens do, comparing human communities with animal communities, and we will take a field trip around our own community after we have learned many aspects about it. But where should we start? We can't just start out by learning all of these things at once! Today we will start by learning about working together and we shall see that individuals can come together to make something great. In fact, we will all take part in making a delicious treat for the class to share! However, we will also be using our Math skills to help us. Let's get started!

- Explain that each student will be in charge of putting a certain amount of water into the bowl. Each student will be given an index card with a fraction on it. The fraction represents how many cups of the water that student will be pouring into the bowl. For example, ½ would equal ½ a cup of water.
- 2. Put the students in groups of 2 or 3 and pass out index cards. Then give each group one set of measuring cups and a bowl of water to dip from. Allow students to find the measuring cup they will be using. Give each group 3 jars and a dry erase marker(Gardner, Interpersonal).
- 3. Before the students are able to put their water into the big classroom bowl, they must compare the amount of water each student will put in using the three jars on the table. Each student will draw a line where that the water is filled up to on their jar using a dry erase marker and write

the fraction on the jar. Then they will compare their jars. Ask them if each person put in a different amount? Who put in the most? Start with the first group and have them pour their water in. (Bloom's Analysis), (Gardner, Visual/Spatial), (Gardner, Interpersonal) (Gardner, Bodily Kinesthetic) (Bloom's Evaluation).

- 4. After the students have put their water into the bowl, have them go back to their table and draw a picture to represent their fractions along with each of their group member's fractions on the index card. (Gardner, Visual/Spatial), (Gardner, Logical/Mathematical) (Bloom's Application).
- 5. After each group has added their water, add 3 of the small cups of Crystal Light Instant Lemonade Mix to the bowl and stir it while the groups finish their drawings.
- Ask some of the students to share how much water they put into the bowl. Ask the students if these amounts were the same? Did everybody put in the same amount of water into the bowl? (Bloom's Evaluation)
- 7. Pass out lemonade for each student to drink.
- 8. Ask them what would have happened if somebody did not put in the right amount of water. Would the lemonade have tasted good? What if the teacher had not done her part and did not put in the proper amount of instant lemonade mix?
- 9. Discuss how important it is for people to depend on each other. Do they think people within a community depend on each other? Let the student answer this question and do not judge. If somebody says no, just let them keep thinking it and ask the question again after a few lessons on community and citizenship.

#### **Closure:**

Bring the discussion of people depending on each other in communities to a close and collect the index cards with the students' names on them. Tomorrow we will be discussing what exactly a community is and talk about the people within a community.

#### Adaptations:

- After Kiren is finished comparing his jars, allow him to be your helper and help you mix the lemonade so he stays out of trouble and does not bother the other students
- Give Ryan (or each group so he does not feel singled out) a checklist of what he needs to do so he will stay on task and not be confused about the directions
- Give Parker a piece of paper so that he can draw his picture larger and be able to see it better.

#### Self Reflection:

- ✓ Were the students able to figure out how much water to put in based on the fractions?
- ✓ Were the students able to work together within a group and stay focused?
- ✓ Was this activity beneficial in helping the students better understand equivalent fractions?

#### CHECKLIST:

	Look at my index card and figure out my fraction	
	Get the right measuring cup that I will need	
3.	Pour the correct amount of water into my jar	
4.	Draw a line to the line of the water with my marker	
	Write my fraction on the jar	
6.	Talk to the people in my group and compare our fractions	
7.	Pour my water into the big bowl	
8.	Draw a picture of my fraction and my group's fractions	
9.	Wait quietly for next directions	

#### Manchester College Education Department Original lesson designed by Julie Hamm

Lesson: What is a Citizen? How do I be a good citizen? (Social Studies)

#### Approximate Length: 1 hour

#### Grade Intended: 3<sup>rd</sup>

#### Academic Standards:

- Social Studies 3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship.

#### **Performance Objectives:**

- Given a scenario, each group of students will deter mine what a good citizen would do in that scenario and be able to justify their answer.

#### Assessment:

The teacher will use a rubric (included at the end of this lesson) to assess the students. Also, the teacher will do an informal assessment and talk with the students and ask them why they think a good citizen would react in that way.

#### **Advanced Preparation by Teacher:**

- ✓ Obtain scenarios from the internet site: <u>http://www.education-</u> world.com/a curr/curr008.shtml#second and make copies for each group
- ✓ Predetermine groups to keep certain people separated
- ✓ Construct a rubric to assess the students

#### Procedure:

#### Introduction:

If I were to tell you our classroom was a community, who would be the citizens? Would I be a citizen? Would \_\_\_\_\_\_ (start naming students' names) be a citizen? Ask the students to defend their answer. (Bloom's Knowledge), (Bloom's Analysis). Well today we are going to define the word citizen then talk decide what good citizens do.

- 1. After students have shared who they think would be citizens and why ask them what they think a citizen is (Bloom's Comprehension).
- 2. If they cannot come up with a reasonable definition explain to them that a citizen is a member of a community.
- 3. Ask the students to identify some of the different types of communities they might be involved in, but emphasize the fact they are a member of North Manchester, Indiana (*the state*), and the United States (*the nation*) (Bloom's Knowledge).
- 4. Once you think the students have a good idea of what a citizen is put them in groups of 4 or 5 and ask them to list some traits that make a good citizen and write these on the board (Bloom's Evaluation), (Gardner, Interpersonal).

5. Give each group a different scenario from the following list obtained from: <u>http://www.education-world.com/a\_curr/curr008.shtml#second</u> and have each group decide what a good citizen would do in that situation and justify their answer. The teacher will talk with groups individually and will ask for justifications of answers. Allow students to act out the scenarios if they want to. (Bloom's Evaluation) (Gardner, Interpersonal) (Gardner, Bodily/Kinesthetic).

#### Scenarios:

- For last night's homework, you were supposed to read a story and be ready to tell it to the class today in your own words. You didn't read a story last night because you were having too much fun playing video games. You figured you could remember an old story. When your teacher calls on you, you are suddenly nervous and can't remember any stories at all. What should you do?
- A teenage neighbor is responsible for you while your parents go to a movie. Your neighbor wears a hearing aid because he is partially deaf. Tonight, he tells you, his hearing aid isn't working very well. The telephone rings, but your neighbor doesn't hear it, so your parents' answering machine takes a message. When your neighbor isn't watching, you play the message back. The message is from your parents. They had forgotten to tell your neighbor your bedtime. You realize you can get away with staying up later. When your parents find out, they'll blame your neighbor for not getting the message. What thoughts go through your head? What do you do?
- You're at a school picnic and there's a long line for buying cold drinks. You're really thirsty. You see a friend of yours way ahead of you in line. Should you ask your friend if you can cut in line? How is the idea of respect for others connected to this situation? How do others in line feel when somebody cuts in line?
- You borrow a great book from your classroom. It's a lot of fun to read. By accident, you spill chocolate milk on the book. It's a mess. You take the book out of your book bag as soon as you get to your classroom. The teacher is busy. You could just take the book back to the shelf and leave it there. What should you do? Why?
- This scenario was made up by Julie Hamm: You and your best friend are in a candy store. Your friend decides to steal some candy and dares you to do the same thing. You know it is against the law to steal. You don't want to, but your friend dared you and you hate turning down dares. Do you steal the candy? Do you turn your friend in? Keep in mind what a good citizen of the state would do.

#### **Closure:**

Have each group share their answer and justify why their answer is what a good citizen would do. Talk about what would have happened if the person had decided to be a bad citizen in each situation. Then, refer back to the lists of traits on the board. Ask the students if they want to add any traits. Tomorrow we will talk about some of the obligations citizens have.

#### Adaptations:

- Kiren and Brandon are NOT ALLOWED TO BE IN THE SAME GROUP
- Walk around and read the scenarios out loud so that all students will be able to understand the prompt

#### Enrichment:

There are no plans for enrichment at this time. The instructor believes all students will be appropriately challenged with this task.

#### Self Reflection:

- ✓ Did students understand what a citizen was?
- ✓ Did students work well in groups?
- ✓ Was it helpful to have students work in groups or should it be changed to a writing activity or simply a short discussion?
- ✓ Did the students list appropriate traits or do I need to review this?
- ✓ Do students understand the term community?

# Group Members \_\_\_\_\_

Activity/Skill	Unsatisfactory (1)	Satisfactory (3)	Excellent (5)
Working together in groups	Students did not work together and tried to do work independently or many group members were left out	Students worked well together, but some group members were left out	Students worked well together and everyone was involved
Answered questions appropriately	Students did not indicate what a good citizen would do and could not justify their answer	Students indicated what a good citizen would do, but could not justify why it was the right thing to do	Students indicated what a good citizen would do and justified why it was the right thing to do

#### Manchester College Education Department Original Lesson by Julie Hamm

Lesson: Role-Playing Citizens (drama)

#### Approximate Length: 1 hour

#### Academic State Standards:

- Social Studies: 3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship.

#### **Performance Objectives:**

- Students will demonstrate their knowledge of the obligation of citizens to vote by <u>cooperatively</u> performing a skit in a small group that answers at least 3 of the indicated questions.

#### Assessment:

The teacher will use a teacher-constructed rubric to assess the student's knowledge of importance of voting and the group's ability to work together cooperatively.

#### **Advanced Preparation by Teacher:**

✓ Obtain the book <u>Duck for President</u> by Doreen Cronin

#### Procedure:

#### Introduction:

We have been talking about citizens lately. Give me a big thumbs up if you can remember some of the traits of good citizens? (Bloom's, Knowledge/Comprehension). List at least 3 on a piece of paper. Share with your neighbor. (Bloom's Knowledge/Comprehension) (Gardner, Interpersonal). Well today we will be discussing some of the obligations that a citizen might have. (might need to define the word obligation – things citizens are required to do).

- 1. Ask students if they can think of some of the obligations citizens of Indiana might have. (obeying laws, being respectful, paying taxes, voting in elections, taking care of the environment) (Bloom's Knowledge/Comprehension).
- 2. Ask students if they can think of some of the obligations citizens of the United States might have. (the same obligations). List these on the board (Gardner, Visual/Spatial).
- 3. Focus your discussion on the importance of voting.
- 4. Before reading the book <u>Duck for President</u> by Doreen Cronin, discuss these questions with students:
- What is voting?
- Who/what do we vote for as citizens?
- Who is able to vote in this country?
- Do people in all countries vote?
- Why is it important for people to vote? (Gardner, Verbal/Linguistic), (Bloom's, Knowledge) (Bloom's, Evaluation)

- 5. Then read the book <u>Duck for President</u> by Doreen Cronin out loud to the class. Then discuss the questions again and see if the students' answers change (Bloom's Application) (Bloom's Analysis).
- 6. Ask students to break into the same groups they were in yesterday (Gardner, Interpersonal).
- 7. Ask them to plan and perform a skit that involves the answers to these 4 questions (Bloom's, Synthesis) (Bloom's, Application) (Gardner, Verbal/Linguistic) (Gardner, Bodily/Kinesthetic) (Gardner, Intrapersonal).

# **Closure:**

Have each group perform their skit and after each one discuss what happened and why voting is important. Then explain that tomorrow we will be discussing where citizens live.

### Adaptations:

- Keep Brandon and Kiren in different groups
- Brandon, Parker, and Tasha will focus only on the topics: what voting is and why it is important
- The teacher will provide extra support for this group

### Enrichment:

- Have Josh, Austin, and Kiren create a campaign that involves promoting their made-up candidate (it could be one of them or a made up person) for president that still addresses these questions.

#### Self Reflection:

Questions to ask myself after teaching this lesson:

- Were students able to work cooperatively in groups?
- Did this experience really enhance students' knowledge about voting?
- Do students understand that one of the obligations of citizens is to vote?
- Was the enrichment activity beneficial and successful?

#### **Assessment Rubric:**

Group Members

Total Points \_\_\_\_\_ (15)

Activity/Skill	Unsatisfactory (1)	Satisfactory (3)	Excellent (5)
Working together in groups	Students did not work together and tried to do work independently or many group members were left out	together, but some group	Students worked well together and everyone was involved
Answering Questions about Voting	Students did not follow directions and none of the indicated questions were addressed in the skit	1-2 questions of the indicated questions were addressed in the skit	3 or more of the indicated questions were addressed in the skit
Validity of Questions	The questions answered in the skit were not correct	The questions answered in the skit were somewhat correct	The questions answered in the skit were correct

#### Manchester College Education Department Original Lesson by Julie Hamm

Lesson: House Directions and Puzzle (fine motor skills)

## Approximate Length: 1

## Academic State Standard:

English/Language Arts: 3.5.2 Write descriptive pieces about people, places, things, or experiences that: \* develop a unified main idea \*use details to support the main idea.

#### **Performance Objective:**

- On a piece of paper, separate from their drawing, students will write a description of what their house looks like that includes at least 4 details.

#### Assessment:

- Students will read their descriptions to another student and have them try to draw a picture. (this will not be taken as a grade, but it is a way for student's to assess themselves) (Gardner, Interpersonal), (Gardner, Verbal/Linguistic), (Gardner, Visual/Spatial).
- The teacher will collect the written descriptions and use the rubric to determine whether or not students need more practice with this skill A checkmark will be placed in the proper column.

### Advanced Preparation for Teacher:

✓ There is no preparation for the teacher except to make sure students have paper, crayons, and poster board.

#### Procedure:

### Introduction:

Now that we know what citizens are and how they are supposed to behave, can somebody tell me where citizens live? This is a much simpler question than you might think. Let the students guess until someone says "houses." Then explain to them that within their house there is a community and that a lot of houses make up a community.

- 1. Ask a few students to raise their hands and describe their houses. What color is it? Where is it located? Is there anything that makes their house special? How would you know it was there house if you were walking down the street?
- 2. Remind students about using details to support the main idea of writing like they did for ISTEP PREP. Ask them to give you examples. (Bloom's Knowledge/Comprehension).
- 3. Ask the students to describe the elementary school. Write down what they say, and then form what they say into a paragraph about what the school looks like that contains many descriptive details (Gardner, Visual/Spatial).
- 4. Then, have the students write their own descriptions of their houses. Tell the students they need to include at least 4 details of what their houses look like. (Gardner, Verbal/Linguistic), (Bloom's Application).
- 5. After they write their descriptions, have them illustrate the descriptions (Gardner, Visual/Spatial).
- 6. When they are finished, have them find a partner and take turns trying to draw the other person's house based on the descriptions (Gardner, Interpersonal).
- 7. When they are finished, have the students glue their illustration to a sturdy poster board and then cut the house into puzzle pieces (Gardner, Visual/Spatial).
- 8. Allow students to switch puzzles and put them together. Keep these and use them as time fillers or as a transition activity the next few days to get them thinking about community (Gardner, Bodily Kinesthetic).

#### **Closure:**

Have students share the drawings they did based on others' descriptions. Was it easy or hard based on the information that was given? Would they add more detail to their descriptions now? Tomorrow we will be nominating our classmates to the principal for being good citizens.

#### Adaptations:

The teacher anticipates that all students will be able to complete the indicated task

- Parker and Ryan will be able to type his responses instead of writing them

#### **Enrichment:**

The teacher anticipates that all students will be challenged with this activity.

#### Self Reflection:

- ✓ Were the students successful in assessing themselves?
- ✓ Were the students able to use descriptions to support the main idea of their home?
- ✓ Should there have been adaptations/enrichments made?
- ✓ Were the students successful in making puzzle pieces and successful in putting others' together?

Needs Work	Got it	
	Needs Work	Needs Work         Got it

#### Manchester College Education Department Original Lesson created by Julie Hamm

Lesson: Nominate a Classmate (Writing)

#### Approximate Length: 1 hour

#### Academic State Standard:

- Language Arts 3.5.6 Write persuasive pieces that ask for an action or response.

#### **Performance Objectives:**

 After choosing a person to nominate for Citizen of the Week, students will write a recommendation letter to the principal that explains at least 3 valid reasons the indicated student is a good citizen of the school community.

#### Assessment:

Before giving the letters to the principal, the teacher will collect and read the papers and grade them based on the teacher-constructed rubric found at the end of this lesson.

#### **Advanced Preparation by Teacher:**

✓ Write your own letter to the principal, nominating a teacher as citizen of the week, as a model for the students.

#### Procedure:

#### Introduction:

Since you have been talking a lot about the traits of good citizens, pull one of the students' sticks to randomly choose a student. Then have that student come up and write a characteristic or trait of a good citizen on the board or overhead. Then, have them choose another stick and give the chalk to the next student and have them do the same thing. Repeat this until each student has had a turn, or the class cannot think of any other traits or examples of what a good citizen does (Bloom's Knowledge), (Bloom's Comprehension), (Gardner, Visual/Spatial). Tell them that today instead of writing descriptions about their homes, they will be writing letters to the principal where they will nominate a classmate for being a good citizen.

- 1. Once the list is created, discuss the characteristics again. Ask students to think about the school as a community. Ask them to remind you who the citizens are. Then, ask them to think about the characteristics and themselves. Ask them to think to themselves about whether or not they display these traits within the school.
- 2. Then ask the students to raise their hand if they think someone in class displays those traits. Have them raise their hands and tell you who it is and what they do to display those traits. Allow all volunteers to share their response. Be sure to ask why and have the students fully explain what that person does. (Bloom's Evaluation), (Gardner, Verbal/Linguistic).
- 3. Make a list of what the students say on the overhead. This will be an example of a pre-writing activity. Explain what you are doing as you are doing it. (Gardner, Visual/Spatial).
- 4. Allow students a few minutes to begin their prewriting.

- 5. Talk about persuasive letters and discuss how to persuade someone. Brainstorm a list of words that might be persuasive Tell them they need to include reasons to support why they want this person to do something. Remind students to thank their audience at the end of the letter.
- 6. Read your example letter to the students.
- 7. Ask students to write a letter to the principal that nominates a classmate or themselves for citizen of the week. The letter should include an introduction (maybe tell her we have been learning about community and citizenship), a body (where you tell her who you are nominating and at least 3 reasons why USE VOCAB!), and a conclusion (maybe thank her for her time and restate in ONE SENTENCE why that person is a good candidate for citizen of the week) (Bloom's Evaluation), (Bloom's Application), (Gardner, Verbal/Linguistic), (Gardner, Intrapersonal).
- 8. If time allows, have them illustrate their letter (Gardner, Visual/Spatial).

# **Closure:**

Ask for volunteers to share their letters. Reiterate the characteristics/traits/tasks good citizens portray. Explain that tomorrow we will be focusing on the community as a whole instead of looking at individual citizens.

# Adaptations:

- Parker, Brandon, and Tasha only need to list at least 2 reasons in their letter, but still need to include an introduction, body, and conclusion.
- Parker, Brandon, and Tasha are not held to the same grammar/spelling stipulations as the rest of the class, but it still needs to be easily read.

# Enrichment:

- The instructor feels all students will be challenged with this assignment.

# Self-Reflection:

- Are the students able to easily list the characteristics/traits/tasks of good citizens?
- Did students' letters reflect their knowledge of citizens?
- Did students include introduction, body, and conclusion (this has been previously taught several times)?
- Was modeling the prewriting activity helpful?

	Unsatisfactory (1)	Proficient (3)	Excellent (5)
Valid Reasons	Student includes 1 or	Student includes 2	Student includes 3 or
(Character Traits of	less valid traits of a	valid traits of a good	more valid traits of a
Good Citizens)	good citizen	citizen	good citizen
Explanation of Traits	Student does not	Student explains	Student explains
	explain presented	presented traits in	presented traits in
	traits	some detail	detail

# **SAMPLE LETTER**

Dear Principal,

My class has been studying community and what it takes to be a good citizen. We have been doing skits and all sorts of fun activities to help us learn. However, I am writing to you today to nominate one of my good friends for citizen of the week. Her name is Mrs. Smith.

I think Mrs. Smith should be citizen of the week because she is always willing to help others. Whenever I need help finding an idea, she is always there for me. Also, yesterday, I saw her help Bob carry his textbooks down to his room. Also, she is very respectful of others and their property. Last week I let her borrow my stereo and she returned it to me right after she was finished. She took very good care of it and even dusted it for me before she returned it. The last reason I want to nominate Mrs. Smith for citizen of the week is because she is so nice to everybody. Every time I see her, she always has a huge smile on her face and always has something nice to say.

Thank you for considering Mrs. Smith to be citizen of the week. I really think she should win because she is so helpful, respectful, and nice.

Sincerely,

Miss Hamm

#### Manchester College Education Department Original Lesson created by Julie Hamm

#### Lesson: Stella Louella's Runaway Book Inferences (Reading)

#### Approximate Length: 1 hour

#### Academic Standard:

- Language Arts: 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

#### **Performance Objective:**

- Using sticky notes, students will write down at least 4 inferences that are not obvious about the characters and the community in the book <u>Stella Louella's Runaway Book</u> that they obtained from the author's vocabulary or the illustrations.

#### Assessment:

-Informally assess students while they are in groups. Check to make sure students have at least 4 inferences. Using the checklist is optional.

- Monitor the discussion to see if students still remember characteristics of a good citizen.

#### **Advanced Preparation by Teacher:**

- Obtain the book Stella Louella's Runaway Book by Lisa Campbell Ernst
- Obtain either the DVD or the youtube video clip of Bambi II

#### Procedure:

#### Introduction:

Lately we have been talking about what good citizens do and the traits of good citizens. Today we are going to switch gears a little bit and talk about the community as a whole. We will be making inferences from a community we read about in the book <u>Stella Louella's Runaway Book</u> by Lisa Campbell Ernst. What does this mean word inference mean? Have you heard it before? (Bloom's Knowledge)Allow time for students to answer this question. If nobody gives you the right answer explain that in inference is when you can figure out something about the character or the story that isn't written in the text. You can figure it out by looking at the pictures or paying attention to the vocabulary the author uses. Before we start making inferences about the book we are going to read, we are going to practice by watching a short movie clip. This movie clip is from Bambi II and Thumper is trying to teach Bambi how to be very brave. Pay very special attention to the video. Try to figure out something about one of the characters by what they do or the things they say. Keep the thoughts to yourself and I promise I will give everyone a chance to share when it is finished.

- Show the video from either the DVD or you can find it online at <u>http://www.youtube.com/watch?v=yCPCj8x-6Do</u> (Gardner, Visual/Spatial)
- 2. Possible questions to ask if the students cannot come up with any inferences they made about Bambi:
  - a. How was Bambi feeling at the beginning? How do you know? Did he say so? Could you tell by the way he looked?

- b. What can you tell about Thumper and Flower? Do they care about Bambi? How do you know? Did they say that?
- c. What do you know about Thumper? What do you know about Bambi? What do you know about Flower? How could you tell?
- 3. We could tell different things about the characters and how they were feeling even though they did not come right out and tell us that couldn't we? We could listen to what they were saying (their VOCABULARY) and what they looked like. Can we only do this in movies? (wait for students to answer) Where else could we use this? (Hopefully a student says in a book, if not ask them if you could use this while you read).
- 4. Today we are going to use our inferences as we read <u>Stella Louella's Runaway Book</u> written by Lisa Campbell Ernst. Each one of us will have a copy of the book (pass them out) and you will follow along as I read out loud.
- 5. As I read, I want you to think about what you can infer about each character and the community she lives in. Pay special attention to the vocabulary the author chooses. Also, use the pictures to help you make inferences about the characters.
- 6. Use sticky notes to jot down your ideas as I read and stick them to the page. At the end of the story we will have a discussion and I am very eager to hear what inferences you have made about Stella Louella, her friends, and her community. I want you to use pink sticky notes if your inference was made from what the author said (the text) and a blue sticky note if your inference was made from the illustrations. Try to make at least 4 inferences throughout the story. Try to do a lot more than that, but try to do at least 4. (Bloom's Application) (Bloom's Analysis) (Gardner, Verbal/Linguistic).
- 7. Read the story, if you do not see any students writing anything down throughout the first few pages, then start making some inferences that you made out loud to help guide the students.
- 8. When you are finished reading, have students get into groups of 4 or 5. Have them share their inferences with each other as you go around and talk with each group. While you are going from group to group, you will informally assess to see if each student understands the idea of making inferences from both text and illustrations (Gardner, Interpersonal).
- 9. Allow time for each group to share. Try to focus the conversation on community or ask the students to discuss whether or not the characters within the story are good citizens. Ask the students if they would like to be a part of the community? Why or Why not? (Gardner, Verbal/Linguistic) (Bloom's Evaluation).

# **Closure:**

Bring the discussion to a close, but allow everyone the opportunity to share. Ask what an inference is and where we use them (Bloom's Comprehension). Tomorrow we will use <u>Stella Louella's Runaway Book</u> again and we will work on storytelling from different points of view.

# Adaptations:

- Place Tasha, Parker, Ryan, and Brandon in the same group and spend more time at this group than other groups to make sure they understand and are making inferences.
- Only place a few post-it notes on Kiren and Ryan's desks instead of a whole pad so that he does not continually play with them.

# Self Reflection:

- ✓ Did the students learn any more about inferences by watching the Bambi video?
- ✓ Were the students able to correctly use the different colored post-its for identifying inferences?
- ✓ Were the students coming up with obvious inferences or were they thinking deeper?

# ✓ Was working in groups beneficial for the students to share inferences?

# Possible form of Assessment but not necessary:

Name	# of Inferences Made	Were illustration inferences made?	Were author's vocabulary inferences made?	Were the inferences obvious or have deeper
			interences made :	meaning?

#### Manchester College Education Department Original Lesson by Julie Hamm

#### Lesson: Retelling Stella Louella's Runaway Book (storytelling)

#### Approximate Length:

2 part lesson. Each part will take 1 hour. (one hour for preparation and one hour for presentations)

#### Academic Standard:

- Language Arts 3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.

#### **Performance Objective:**

- While retelling the story <u>Stella Louella's Runaway Book</u> through an assigned character's point of view, the student's presentation will provide a beginning, middle, and end as where the problem and solution are clearly identified.

#### Assessment:

✓ The teacher will grade the students based on the teacher-constructed rubric

#### **Advanced Preparation for Teacher:**

- ✓ Place characters' names on index cards to distribute to the students (two students will do the same character since there are 13 characters)
- ✓ Obtain the hole in the fence picture
- ✓ Create a rubric and make copies for the students and yourself

#### **Procedure:**

#### Introduction:

Who remembers reading <u>Stella Louella's Runaway Book</u> yesterday? What was it about? (wait for a student's response) (Bloom's Knowledge/Comprehension). Can someone remind me about what we said about Stella Louella's community yesterday? Well today we are going to focus on perspectives. What does this word mean? It's another big word. (allow students to answer if they don't then explain that perspective means seeing something from someone else's point of view). Show the students the picture of the hole in the fence. Ask them what they see. There is no wrong answer so encourage students to participate. When everyone has finished guessing show them the actual picture of what is happening on the other side of the fence. Explain that looking at perspectives is like looking from the other side of the fence.

- 1. Explain to students that now that they know a little more about taking perspectives that they will take one of the characters in the story and tell us what happened from that character's point of view.
- 2. Ask the students whose point of the view the story was told from originally. (the narrator's) (Bloom's Analysis) (Gardner, Verbal/Linguistic).
- 3. Tell them that when they are retelling the story you want them to focus on telling us who the character is, what the problem was, how you helped, prove how you were a good citizen, and

tell us how the problem was solved. Remind students that their story must have a beginning, middle, and end. (Bloom's Comprehension) (Gardner, Verbal/Linguistic)

- 4. Provide a sample of telling the story from Stella Louella's point of view that has a beginning, middle, and end:
  - a. Hi! My name is Stella Louella and I am going to tell you all about how I lost my library book on Saturday morning. I woke up and it was gone! I couldn't find it anywhere, and I knew the librarian would be very angry with me. She always told me that I needed to be a responsible citizen and return my library books on time. I knew I needed help if Mrs. Graham was going to continue thinking I was a good citizen. I started asking all my friends and family and everyone said they had seen my book, but they always led me to another person. Finally, we were in front of the library. I knew I was going to have to tell Mrs. Graham I lost my book and then she would think I was a bad citizen. When I went to the desk to tell her, she pulled my book out from behind the counter. Somebody had brought it back to the library! She gave me a new book to read and I promise that I will be very careful with this book and I won't lose it!
  - b. Then provide a sample that does not have a beginning, middle, and end: I'm Stouella and my library book was found at the library. I met a lot of people throughout the day and they tried to help me. I talked to my brother and the librarian. My dad helped too.
- Talk about the differences between the two stories. Ask the students which one they understood better. Remind them again to include a beginning, middle, and end for the story. Compare it to writing a story like they did for ISTEP prep.
- 6. Have the students reread <u>Stella Louella's Runaway Book</u> with a partner (Gardner, Interpersonal).
- 7. Once the students have read the story again, ask them to write out a script for what they will say. Remind them that their story must have a beginning, middle, and an end and that they need to include who the character they are portraying is, what the problem was, how they helped, talk about how them helping made them a good citizen, and tell how the problem was solved (Gardner, Verbal/Linguistic).
- 8. Once they have their story complete they can either make a costume out of construction paper such as a hat or hair, or draw a picture of their character (Gardner, Visual/Spatial).
- 9. The next day (or whenever all students are complete), set aside an hr or a little more to allow students to practice their presentation (have them try not reading off the paper and memorize it) and listen to each student's presentation.

# **Closure:**

\*After the first session:

Give students the rubric you will be using to grade them and have them grade themselves to make sure they are including everything (Bloom's Evaluation).

\*After the second session:

Ask students if they understood the book in a different way after writing or hearing their classmates tell the story from a different point of view. Did they learn anything about the community or the citizens within the community? Well our next topic will take a closer look at the occupations (jobs) of the characters within this story.

#### Adaptations:

- Have conferences with Tasha, Brandon, Parker, and Ryan to make sure they are on the right track. (have conferences with others too, but focus on these students more)
- Do not pair these students together when doing paired readings so they will construct full meaning from the text

#### Self Reflection:

- ✓ Did the students understand taking perspectives? Did the hole in the fence help them understand?
- ✓ Did providing the students with examples of a story with and without a beginning, middle, and end help them?
- ✓ Were the students able to read successfully in pairs?
- ✓ Were the students able to retell the story from their character's point of view?
- ✓ Was writing out a script helpful for the students?

Rubric:		Total Poi	ints(15)
	Unsatisfactory (1)	Satisfactory (3)	Excellent (5)
Presentation contains a beginning, middle, and end	Presentation is missing either a beginning, middle, or end and is not told in a way that makes	Presentation contains a beginning, middle, and end and is told in a way that sort of makes sense	Presentation contains a beginning, middle, and end and is told in a way that makes sense
Grammar	A lot of grammar errors are made and the speaker cannot be understood	A few grammar errors are made and it is difficult to understand the speaker	Minimal grammar errors are made and it is easy to understand the speaker
The problem and solution	Neither the problem or the solution is stated in the presentation	Either the problem or the solution is stated in the presentation	The problem and solution are clearly stated in the presentation

#### Manchester College Education Department Original Lesson created by Julie Hamm

Lesson: "Our Town Store" (Math)

#### Approximate Length: 1 hour

#### Academic Standard:

- Math 3.5.11 Use play or real money to decide whether there is enough money to make a purchase.

#### **Performance Objective:**

✓ Given play money and an item to buy within the created classroom store, the student will state if they have enough money to make a purchase 2 out of 3 times.

#### Assessment:

- ✓ The teacher will collect the worksheets that the students have filled out (each question will be worth 2 points. One point will be for the correct answer and one point will be based on writing complete sentences.
- ✓ The teacher will walk around and observe students and ask questions when appropriate.

#### Advanced Preparation for the Teacher:

- ✓ Obtain 4 different colored cards to represent occupations. (purple = Pizza Hut, yellow = Alco, Green = Dollar General, Blue = Movie Gallery)
- ✓ Construct worksheet to go along with activity
- ✓ Obtain play money

#### Procedure:

#### Introduction:

Yesterday, we heard from all the characters within Stella Louella's community. What were some of the occupations (may need to define this as jobs) the characters had? (allow students to list occupations). Do people here in North Manchester have some of those same occupations? What are some other occupations within our community? Well today, we are going to have four different occupations within our classroom. We will be practice purchasing items and seeing if we have enough money.

- 1. I wonder how we can figure out if we have enough money to purchase an item. Can anybody tell me some strategies we have already learned that could help us figure out if we have enough money? (Bloom's, Knowledge/Comprehension)
- 2. We could estimate. How do we estimate again? (Bloom's Knowledge/Comprehension)
- 3. Could we use rounding? What would we round to?
- 4. Let's try a few problems before we start to convert our classroom into a different kind of community.
- 5. Use the overhead or ELMO (if available) to work this problem out with them. I have \$4. My mom wanted me to buy 2 tacos. Each taco is \$1.50. Do I have enough money to buy two tacos? Give me a thumbs up if I have enough money. Give me a thumbs down if I do not have enough money. How did you figure this problem out? We could have used front-end estimation, which

we have already learned about. However, what happens if we just use front end estimation? What if each taco is \$1.90? We need to be careful when using front end estimation to add money. Sometimes it can get us into trouble.

- 6. Allow students to tell you different ways to figure out if you have enough money and talk through each strategy and decide if it is really the best way to determine money (Bloom's Synthesis).
- 7. Explain that the best way to figure out if you have enough money is to round and when they are in doubt, they should always round up, in order to be sure they will have enough. Do a few more examples. (I have \$10. I want to buy a toy for \$4.70 and a bag of candy that costs \$5.55; I have \$20. I want to buy a t-shirt for \$12.30 and a dog leash for 6.40) (Gardner, Verbal/Linguistic).
- 8. Explain that in a few moments you will be passing out different colored cards to students that will determine their occupation for the day.
- 9. The students will make a sign for their business and their business will be located at their desk and at their desk only. The sign can be decorated however they want to decorate it. This is the time when the teacher will pass out play money to each student and a Ziploc bag that will act as a cash register to each business. (Gardner, Visual/Spatial).
- 10. The prices of items will be written on the board. They will also receive a worksheet that states what they are to buy. This worksheet will also have questions written on it for the students to fill out USING COMPLETE SENTENCES. The students will take turns being customers and workers. When they are a customer, they must attempt to buy whatever is on their list. However, sometimes they might not have enough money. It is their job to figure out if they have enough money or not. The answer must be written on their worksheet in the appropriate place. It is the worker's job to check their answer and give them the appropriate amount of change from the cash register, if necessary. If the customer tries to purchase something that they do not have enough money for, the worker will tell them and explain why (Bloom's Evaluation), (Gardner, Intrapersonal), (Gardner, Bodily Kinesthetic).
- 11. Call out a card color to be the customers. Everyone else's store will be open for business. Do this multiple times until each student has been a customer three times. Students should work with a different partner each time.

#### **Closure:**

When everyone has gone 3 times as each role, have the students go back to their seats. Ask some students to share if they had enough money to purchase the items? How did they figure it out? Ask them if they think they will ever have to make decisions like this in the future. Could they use this skill within the community of North Manchester? Explain that tomorrow we will be talking about animals within their communities and how some of the places we were employed today and the items we purchased affect them.

# Adaptations:

- Read Parker, Tasha, and Brandon's cards and worksheet to them
- Make sure Brandon and Kiren end up with the same color card so that they will never be partners
- Brandon and Parker will not be graded on full sentences.

#### Self-Reflection:

- ✓ Did the organization of this activity work? How could it be improved?
- ✓ Were the students focused and able to do the assigned task?
- ✓ Were the students engaged in the activity or would seat work been more beneficial for this particular task?

Name \_\_\_\_\_

EVERYONE WILL START WITH \$20.

I need to go to Alco and buy a t-shirt. The t-shirt that I really want costs

\$6.99. I have \_\_\_\_\_\_. Do I have enough money? Yes No Explain:

My friends are coming over. We are going to stay up and watch movies all night. I need to go to the movies. Each movie is \$2.98. I have

\_\_\_\_\_. Do I have enough money? Why or Why not? Yes No Explain:

We need pizza from Pizza Hut. I want a medium pizza. It costs \$6.98. I

have \_\_\_\_\_. Do I have enough money? Yes No Explain:

Running errands made me want a candy bar from Dollar General. Snickers,

my favorite, costs \$0.50. I have \_\_\_\_\_. Do I have enough money? Yes No Explain:

# Manchester College Education Department Lesson adapted from a similar lesson found in the Project Wild Guide Written by Julie Hamm

Lesson: Shrinking Habitat (Science)

Approximate Length: 1 hour

### Grade Intended: 3<sup>rd</sup>

### Academic Standard:

Science 3.6.2 Investigate how and describe that something may not work if some of its parts are missing.

### **Performance Objective:**

While participating in the simulation, students will describe at least 2 effects of human development of land areas on plans and animals living or previously living in the area.

#### Assessment:

The teacher will collect the students' responses after the simulation is complete to make sure each student wrote about at least 2 effects human development has on animal habitats.

# Advanced Preparation by the Teacher:

Obtain jump ropes for students to use to make their habitat Obtain green and blue construction paper Obtain 3 or 4 large bed sheets

# **Procedure**:

#### Introduction:

Yesterday we constructed our own communities and included whatever we wanted. We did not take into account that we actually might be hurting someone else's community by what we included in ours. Let's take a look at this handout and see if we can figure out what we might have included that will affect animal habitats. Then, we will do a demonstration so we can understand what we are about to read a little bit better.

- 1. Read the handout (included at the back of this packet) and discuss it as you go along Review with the students the elements necessary for a habitat (food, water, shelter, space) After discussing these and students understand the necessary elements, tell the students that in this activity they will be simulating wildlife in its habitat and they will need all 4 of those elements in order to survive.
- 2. Divide the group into four teams: herbivores, carnivores, vegetation, and people who will be land developers. (You may need to define herbivore and carnivore). There should be 4 developers, 5 carnivores, 12 herbivores, and 5 people to represent vegetation (Gardner, Interpersonal).

Clear the desks so that there is a large space in the middle of the classroom (or you can play outside). This space will be used to simulate the wildlife habitat area before the development.

- 3. Provide each herbivore with:
  - 2 jump ropes
  - 3 pieces of construction paper to represent food
  - One piece of blue construction paper to represent water
  - Some vegetation (represented by students)
- 4. Provide each carnivore with:

1 jump rope Equivalent space used by the herbivores 3 herbivores as a potential food source Once piece of blue construction paper to represent water Some vegetation (represented by students)

- 5. Ask the herbivores to arrange the food, water, and shelter (including the students representing vegetation) in a space to represent their habitat. Once the herbivores have arranged their habitat, ask the carnivores to move into the area to establish their habitat (Gardner, Bodily Kinesthetic).
- 6. Then ask the developers to enter. They are supposed to create a shopping center with the sheets there provided with. They may safely remove trees (represented by students), food, or water to make room for their shopping center.
- 7. Once the shopping center was created, engage the students in a discussion. Ask such questions as (Gardner, Verbal/Linguistic):

What did the developers do? (Bloom's Knowledge)

- What happened because of what they did? (Bloom's Comprehension) Would any of the animals have died? (Bloom's Analysis)
- 8. Then give each student a piece of paper and have the students list at least 2 ways that the developers affected the land and/or animals by building the shopping center (Bloom's Analysis).
- 9. After the students have finished writing their responses, allow the students to redo the simulation. However, this time, the developers must try to build their shopping center by affecting the animal habitats as little as possible. All students can work together to help solve this problem. (maybe they can fold the sheet and make a smaller shopping center, or try to find an area that is not inhabited by as many animals. (Bloom's Evaluation) (Gardner, Verbal/Linguistic) (Gardner, Intrapersonal).

# **Closure**:

Put the desks back where they belong and engage the students in another discussion. What was different about the second simulation? Do they think everyone is as conscious as they were the second time when they decide to build something? What seemed realistic about this activity? Bring the discussion to a close. Now that we know more about how what we do in our community affects others' communities, tomorrow we will create our own communities!

# Adaptations:

- Read majority of the article out loud so that all students are able to comprehend what is happening.
- Use proximity control to make sure all students stay on task and act appropriately
- Repeat instructions multiple times so the students with learning disabilities are able to comprehend and be reminded of what they are supposed to be doing.

# Self Reflection:

- Was this activity successful? (behavior, acting appropriately, staying on task)
- Did the students actually understand the point behind the simulation?
- What would I change about the simulation?
- Was it helpful for the students to replay the simulation with a goal in mind?
- Would I ever use this again?

#### Manchester College Education Department Original Lesson by Julie Hamm

Lesson: Create a Community (Art)

#### Approximate Length: 1 hour

#### Grade Intended: 3<sup>rd</sup>

#### Academic Standard:

- Visual Arts 3.6.2 Create artwork that communicates personal ideas and experiences.

#### **Performance Objective:**

- Students will collaboratively construct a community that communicates at least 2 ideas or experiences from each person.
- After constructing a community in groups out of objects, students will individually write a
  paragraph that explicitly states at least 2 pieces of evidence of how the created community
  reflects their personal ideas and/or experiences.

#### Assessment:

- ✓ The teacher will collect the paragraphs and grade them based on the teacher-constructed rubric.
- ✓ The teacher will observe how well the students are working within their groups and make sure everyone is involved in decisions.

#### Advanced Preparation by the Teacher:

 ✓ Obtain: Markers, colored, pencils, or crayons
 Enough poster boards for each group to have one Rulers
 Scissors
 Construction paper
 ✓ Obtain a piece of artwork that you have done personally

#### Procedure:

#### Introduction:

We have been talking a lot about communities. We have defined them, discussed the different members of communities, and learned about what types of are things are included within communities. Can someone define community for me? Who are the members of a community? What is included in a community? (Bloom's Knowledge/Comprehension) Today, we are going to be using what we have learned to create our own communities in small groups (Bloom's Application). However, I want each of your communities to be unique and special. I want them to mean something to you both individually and as a group.

### Step by Step:

- 1. Show the students your piece of artwork that you completed in college. Explain each part of the piece of art and why you chose to include it. Every piece has a story and is a part of you (Gardner, Visual/Spatial).
- 2. Tell the students that they are going to create a community within a small group. Explain that you want each community to be special. Add stores you visit often, restaurants you love to eat at, and recreational activities you love to do. This would be your ideal community. You want them to be able to put a bit of their personality into their artwork that represents who they are. Maybe they love visiting Toys R Us or have a special memory there. (Gardner, Interpersonal), (Bloom's Synthesis)
- 3. Explain that the community can be either two-dimensional or three-dimensional, but you need everyone to be finished within the hour (Gardner, Visual/Spatial).
- 4. Allow students to create their community.
- 5. When students have completed their communities ask them to write a short reflective paragraph about the project they just completed. Ask them to include at least 2 pieces of evidence of how the community is a direct reflection of their personal ideas or experiences. Show them the rubric so that they will know exactly how they will be graded(Gardner, Verbal/Linguistic).

### **Closure:**

Allow each group to give a BRIEF description of their community and show the class what they built. Ask the class what inferences they can make about the members of the group based on what was included in their community (Bloom's Analysis). Explain that tomorrow we will be discussing music and how important it is within a community.

#### Adaptations:

- Brandon, Parker, and Tasha are not held to the same expectations on the grammar section of the rubric.
- Place Ryan in a group with Brayden and Austin so he will feel comfortable and actually contribute to the group instead of shutting down.
- Do not place Kiren and Brandon or Ryan in the same group

# Self Reflection:

- ✓ Was it helpful for the students to work in groups or should this have been an individual activity?
- Did the students understand and implement personal ideas and experiences into their artwork?
- ✓ Did I allow enough time? Or should this be done over several class periods?

Activity/Skill	Unsatisfactory (1)	Satisfactory (3)	Excellent (5)
Working together in	Students did not work	Students worked well	Students worked well
groups	together and tried to	together, but some	together and everyone
	work independently or	group members were	was involved
	many group members	left out	
	were left out		
Reflective Paragraph	The paragraph did not	The paragraph	The paragraph
	include any pieces of	included 1 piece of	included at least 2
	evidence of how	evidence of how	pieces of evidence of

	certain pieces of the	certain pieces of the	how certain pieces of
	community related to	community related to	the community related
	their personal ideas or	their personal ideas or	to their personal ideas
	experiences	experiences	or experiences
Spelling/Grammar	The paragraph cannot be read and contains more than 4 spelling errors	The paragraph is hard to read and contains 3-4 spelling errors	The paragraph is easily read and contains less than 2 spelling errors

#### Manchester College Education Department Original Lesson by Julie Hamm

Lesson: Make Your Own Kind of Music (Music)

#### Approximate Length: 30 minutes

#### Grade Intended: 3<sup>rd</sup>

#### Academic Standard:

- Music 3.4.2 Compose a melody to match given lyrics. Create lyrics to match a given melody.

#### **Performance Objective:**

- Given a predetermined melody, students will create a theme song for their community with lyrics that match the given melody and include the three indicated items.

#### Assessment:

- The teacher will listen to the tape recordings or watch the video the students make and use a checklist.

#### Advanced Preparation for the Teacher:

- Obtain 2 tape recorders and a video camera
- Make a lyric worksheet for the students to fill in if they need help. (Old Mcdonald, Adams Family)
- Obtain a recording of Connersville High School's fight song and Manchester College's fight song

#### Procedure:

#### Introduction:

We made communities yesterday, today we will be doing something more with them. I will tell you what in just a minute. But first, think about a few of my questions. How many of you have ever been to a high school or college sporting event? Did they ever play the "school fight song?" Well usually at football games, when the home team gets a touchdown they play the school fight song. That song represents that particular community. Most of the members know the song and that song brings them together. It represents who they are. Now I will play you two examples of school fight songs. (play the high school and college fight songs). Then explain that a song that brings all Americans together is the Star Spangled Banner. That song represents our nation. It is our national anthem. Well today, we will be creating our own songs to represent the communities that we made!

- First, practice with the students. Come up with a classroom theme song using the song Twinkle, Twinkle Little Star. Explain how the new lyrics need to have the same number of syllables as the original lyrics so that it will still sound right within the melody. (Bloom's Knowledge) (Gardner, Musical/Rhythmic)
- 2. Next, allow the students to break into their groups. Pass out their communities. Have the students pick a melody to change the lyrics to. Their choices are Old McDonald or the Adams Family (Gardner, Interpersonal)

- Have students create their own song. All songs must include: the name of the community, events/activities included within the community, and why their community is the best. (Bloom's Synthesis) (Gardner, Verbal/Linguistic)
- 4. Once students have created their songs, allow them to come up with dance moves to go along with their songs and video tape them singing and dancing (Gardner, Bodily Kinesthetic) (Bloom's Application)
- 5. When students are finished, have them turn in their song lyrics. Then, ask them to have them think of a song that they can change the lyrics to for a MES school song (Gardner, Visual/Spatial), (Bloom's Synthesis)

### Closure:

Watch all the videos and listen to all the songs. Allow students to vote for their favorite community (Bloom's, Evaluation). The winners will be able to pick 1 item from the treasure chest. Tell everyone that they did a great job. Tomorrow, we will be reviewing everything we have learned to get ready for our field trip around town!

### Adaptations:

- Write out some starting points for struggling students (Adam's Family You start with a \_\_\_\_\_\_ and then you can \_\_\_\_\_\_ it's really fun to come, the \_\_\_\_\_\_ community da da da da (snap snap)
- Allow students who are too shy to simply tape record theirs in the hallway so they will not be as embarrassed.
- Allow other students to sing the lyrics if students are too embarrassed to sing (hearing impaired)

#### Self-Reflection:

- Were students able to easily come up with lyrics that matched the melody?
- Did videotaping help encourage students to become engaged?
- What changes need to be made to this lesson?
- Would I ever use this lesson again?
- Could this lesson be utilized in other subject areas? (example: put history facts to the tune of a familiar song to help them better remember the facts)

Names of Group Members		
Did the song include all 3 indicated parts?	Yes	No
Did the lyrics match the melody?	Yes	No
Were all students involved?	Yes	No
Did the song make sense?	Yes	No

# Manchester College Education Department Original Lesson by Julie Hamm Resource Used: <u>http://classroom-</u>

activities.suite101.com/article.cfm/letter\_writing\_lesson\_plan

Lesson: Thank you letter after field trip (PE Gross Motor)

**Approximate Length:** this lesson will be introduced before the students leave for the field trip and will take approximately 30 minutes when the students return from the field trip

# Grade Intended: 3<sup>rd</sup>

# Academic Standard:

- Language Arts 3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:
  - show awareness of the knowledge and interests of the audience.
  - establish a purpose and context.
  - include the date, proper salutation, body, closing, and signature.

# Performance objective:

- After walking around the community, students will write a thank-you letter to a person of their choice that includes at least 2 things they learned today.
- After choosing a person to write a letter to, the student will write a thank-you letter in the correct format without making any formatting mistakes.

# Assessment:

- The teacher will collect the letters and grade them based on the teacher-constructed rubric

# Advanced Preparation by the Teacher:

- Create a rubric
- Create a checklist for students to check their work with

# Procedure:

# Introduction:

Since we are have been talking about communities and citizens for the past few weeks, we are finally getting ready to leave for our field trip. We will learn lots of new things today and some things will be reinforced through the speakers we hear. However, we must remember the rules and procedures we need to follow. Also, remember that you will need to choose one person that we see to write a thank-you letter to. This means we need to pay attention and ask questions if we do not understand (Bloom's Comprehension). Keep in mind what you will thank that person for. We will write our letters when we get back to class.

# Step by Step

- 1. Go on the field trip around town (Gardner, Bodily Kinesthetic)
- 2. When you come back into the room, have students think about their favorite place they visited, who was there, and why it was their favorite. Then, have them turn to a partner and share this information (Bloom's Evaluation) (Gardner, Interpersonal)
- 3. Remind students that a simple thank you is polite and appreciated, but a thank you letter is a little more personal and thoughtful. Writing a thank you letter requires a little more effort and reflection. We must think about why they are thankful and what the person did to make their day a little more enjoyable. (Bloom's Knowledge)
- 4. Tell students that their letter should include the date, a greeting, a body, a closing, and it should be signed. It should also include at least 2 things they learned from hearing this person talk or by visiting the place where they work. Use the ELMO to show students what a letter looks like and point out the various parts of the letter so that they have an example to use and look off of (Bloom's Application) (Gardner, Verbal/Linguistic).
- 5. Allow students to work on their letters (Gardner, Verbal/Linguistic)
- 6. Allow students to illustrate their letters at the bottom if they have enough time (Gardner, Visual/Spatial)

# **Closure:**

Have a few volunteers read their letters to the class. Talk about what each student did well in their letters and do a brief review of community. Explain that we are done with our community unit and will be moving on to a new unit next week.

# Adaptations:

- Have Brandon verbally tell the aide what he wants to say within his letter and have the aid write it for him, but write it exactly as he says it.
- Tasha and Parker will not be held to the same grammar/spelling standards within the rubric
- Ryan will type his letter so that it is legible
- The teacher will conference with Parker and Tasha and help brainstorm ideas before they write their letters

# Self Reflection:

- Were the students able to write what they learned?
- Was it helpful to have a template for the students to use? Was it necessary?
- Would I use this again?
- Were the letters appropriate and did they make sense?

Name \_\_\_\_\_

Skill	Unacceptable (1)	Acceptable (3)	Sufficient (5)
	Student makes more	Student makes 4-5	Student makes 0-3
Spelling and	than 6 spelling or	spelling or grammar	spelling or grammar
Grammar	grammar mistakes	mistakes	mistakes
What the student	Student does not	Student includes 1	Student includes 2
learned	include an item that	item that they	items that they
	they learned	learned	learned
Format	The student has	The student has 1	The letter is in the
	more than 1	formatting error	correct format
	formatting error		

# THANK YOU LETTER CHECKLIST

# Did I include the following:

\_\_\_\_\_ **Date:** List the date, the letter is being sent. The date should be written in full with no abbreviations.

\_\_\_\_\_ Greeting/Salutation: It is best to say Dear Mr./Mrs./Miss/Ms.

**\_\_\_\_\_ Body:** Include what you learned (2 items), how you felt, thank them for their time and service

\_\_\_\_\_ Closing: Sincerely, sign your name

#### Incorporating Technology

Throughout this unit I plan to incorporate several chances for students to use and be exposed to technology. First, I will use the ELMO to display resources and materials that the students need to see during my lessons. This will take place of my overhead projector. Also, I will be videotaping or tape recording students sing their songs during my music lesson. My hopes are that this will motivate students to participate because it is a form of publishing their work. Another way I will incorporate technology is to actually allow students to type and send their nomination or thank-you letters as e-mails. This will expose students to using a common form of communication that they will need to understand be able to utilize. Finally, students will be able to explore a website (http://teacher.scholastic.com/scholasticnews/indepth/911/game/game.htmw) where they will be able to pretend that they are the mayor of New York City and are in charge of rebuilding the community feel safe again and make a budget for rebuilding the community. Also, they will describe how they will encourage the citizens to work together in the time of need. Finally, they will be able to answer questions from news reporters and see how the community feels about their plan. This will allow students to use the internet in a controlled environment.

# Annotated Bibliography of Tradebooks for a unit based on COMMUNITY

• Casely, Judith. On the Town: A Community Adventure. New York: Greenwillow, 2002.

Charlie and his mother walk around town observing different things within their community. Charlie records his observations, which are present in this book. I would use this book for students to read leisurely or I might use it to help us review or prepare for our field trip.

• Ernst, Lisa. Stella Louella's Runaway Book. New York: Aladdin, 2001.

This book is about a girl who loses her library book. Luckily, she has a friendly neighborhood who helps her track her book all over the community. I would use this book to teach students about perspectives and have each student tell the story as a different character.

• Hollenback, Kathleen. <u>Exploring Our World: Neighborhoods and Communities</u>. New York: Scholastic, 1999.

This book includes children's observations of neighborhoods. Some of them are true and some of them are made up. I would have this book on the shelf for students to read. I might have them determine fact and fiction portions of the story.

• Pollack, Barbara. Our Community Garden. Oregon: Beyond Words, 2004.

This book is about children planting a garden to represent themselves. Each plant represents a person's personality, background, or heritage. I would use this book to show students that even though they might be very different, they can still come together and form a successful community.

• Rotner, Shelly. Everybody Works. Connecticut :Milbrook Press, 2003.

This book describes many jobs citizens have around the community. Students can learn more about occupations such as being firemen or policemen. I would use this book to read to the students before we went on our field trip to help students better understand some of the occupations they might be hearing about on our tour of the town.

• Small, Mary. <u>Being a Good Citizen.</u> Minnesota: Picture Window Books, 2006.

This book discusses actual things kids can do within their community to be a good citizen. These items all relate to helping others and include activities such as picking up trash, raking leaves, or planting flowers.

This book could be used to give students ideas of how they can make a difference in their school or community. It would be on the shelf and I might use it as a read-aloud.

• Sterling, Kristin. <u>Living in Rural Communities.</u> Minnesota: Lerner Publications, Dec 2006.

This book describes what you would see and hear if you lived in a rural community. In this book students can learn about barns, farms, and growing crops. This book would be on the shelf for

students to read or I might use it as a read aloud. After reading Living in Suburban Communities, I would have students read this book and complete a Venn diagram comparing and contrasting the different communities.

• Sterling, Kristin. <u>Living in Suburban Communities</u>. Minnesota: Lerner Publications, Dec 2006.

This book describes what you would see and hear if you lived in a suburban community. Students can also learn what parts of a neighborhood are in a suburban community. I would have students read this book and decide whether they live in a suburban or rural community. After reading <u>Living in Rural Communities</u>, I would have students complete a Venn diagram comparing and contrasting the different communities.

• Sterling, Kristin. <u>Living in Urban Communities.</u> Minnesota: Lerner Publications, Dec 2006.

This book describes what you would see and hear if you lived in an urban community. In this book students will learn about types of houses found in urban communities and what kinds of restaurants are located within these communities. This book would be located on the shelf with the rest of this series so that students can compare and contrast the different types of communities. They would decide what type of community they live and describe why they think they live in that community.

• Seuss, Dr. <u>Horton Hears a Who.</u> New York: Random House Books for Young Readers, 1954.

This book is about Horton hearing a very small Who. He keeps claiming that a "person is a person no matter how small" and he does his best to save the people he hears. I would use this book to read to the students so that they can identify some of the characteristics of good citizens that Horton portrayed.

#### COMMUNITY FIELD TRIP

At the end of this unit, the students will take a field trip where they will take a tour of the community. The teacher and five adult volunteers will be chaperoning the students on this field trip. The students will visit different places around town, have the opportunity to tour these buildings, and listen to a person who works there explain a little bit more about what happens there. Students will be given the opportunity to ask questions.

The purpose of this field trip is to make the idea of community become real for the students. It would be easy to draw our community on the map and talk about why it is important to have a fire station located within the community, but until a student can actually visit a fire station and listen to a firefighter talk, they will not really grasp the material. Also, students will be more engaged because it is not the teacher providing information, it is an outside source. For some reason, students love to learn from outside sources.

Places the student will visit include the police station, the fire station, the water treatment plant, and a few stores located on Main Street. The students will need to pack a sack lunch and will eat their lunch at Main View while they listen to the importance of having a restaurant in community. Also, they will describe what it is like to work in a restaurant.

Students will be expected to take notes so that they will be able to write a thank-you letter when we return to the school. They will choose their favorite place they visited, thank the speaker for providing them with new information, and discuss two things that they learned. This trip will be the end of this unit and will serve as a closure activity. However, citizenship and community issues will most likely continue to be discussed throughout the school year.

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Dear Parents/Guardians,

I am very excited to inform you about the new unit we will be starting shortly in Social Studies. The theme of the unit is COMMUNITY and my hopes are by the end of this unit, your student will be more knowledgeable about aspects of a community, what a citizen is and understand how good citizens behave. We will do this by exploring many different types of communities.

Throughout the next few weeks, we will be involved with many hands on activities that include constructing our own communities in small groups, writing short theme songs to represent our communities, role-playing what good citizens do, acting out how humans affect different animal communities, and going on a field trip within our own community of North Manchester. This will be at the end of our unit and students will be able to listen to members of our community speak, see buildings they might not have seen before, and have an opportunity to ask questions. I have included more information about our field trip on the next page. Please fill out the permission slip and return it as quickly as possible.

I hope you share the same enthusiasm as I have for this unit. This unit is very important because students will be living in and exposed to many different communities throughout the rest of their lives. I ask that you talk with your child about what they are learning about community. The more your child talks about what they learn, the deeper they understand the material. If you have any questions or concerns please feel free to contact me. I would appreciate feedback about this unit.

Sincerely,

**Miss Hamm** 



# A field trip to Our Community!



# **Field Trip Details**

Location	North Manchester Community		Sac chi
Date	May 20 <sup>th</sup> , 2008		Ma the
Time	Please have your child arrive and return to school as normal. Our field trip will be from 9- 2:00 pm	✓	Lig wea No
Transportation	Your child will be walking	0	No ele
Cost	FREE		An
Notes	There will be five adult chaperones in attendance along with your child's teacher.		awa the
	There will be five adult chaperones in attendance along		

#### What to bring

ack lunch labeled on the outside with your uild's name and his or her teacher's name. ain View has agreed to let us eat our lunch ere while we listen to a speaker.

ght jacket or sweatshirt, depending on the eather



\_\_\_\_\_

otebook to take notes if necessary ote: No camera, radio, cell phone, or other

ectronic device is allowed on this field trip. ny equipment of this kind will be taken vay by the teacher and returned at the end of e day.

Cut off bottom portion of permission slip and return to your child's teacher by May 1<sup>st</sup>, 2008.

#### **Emergency Information**

Special Instructions:

In case of emergency, please contact:

Name/Relationship

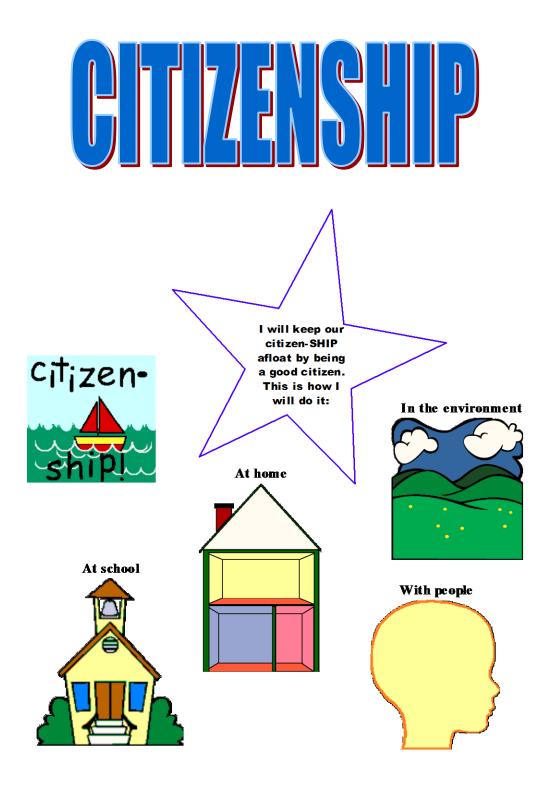
Phone

I give permission for my child, \_\_\_\_\_\_to attend the field trip to the North Manchester Community.

\_\_\_\_\_ I would like to volunteer as a chaperone. \_\_\_\_\_ I would not like to volunteer as a chaperone

Χ\_\_\_\_\_

Parent or guardian signature



The bulletin board would look like this and students could use sticky notes or tape index cards to write sentences or make lists of how they could be good citizens at home, at school, in the environment, and with people to help make our citizen-SHIP stay afloat.