

Community Thematic Unit Plan

2nd Grade



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Introductory Sheet

Grade level and typical learner:

The grade level that is the focus on this thematic unit plan is second grade. From the National Council for the Social Studies document titled *Characteristics of Elementary Children and Social Studies*, it talks about what a typical learner in second grade can do and what they should be learning about social studies. It says:

“Seven-year-olds become increasingly able to reason, listen to others, and show social give-and-take. Spatial relationships and time concepts are difficult for them to perceive. Flexibility, open-mindedness, and tolerance of unfamiliar ideas essential in social studies are formed to a remarkable extent by the interactions of the four- to eight-year-olds (Joyce 1970). Eight-year-olds combine great curiosity with increased social interest. They are able to learn about people who live elsewhere in the world. During these early grades, children can learn from the symbolic experiences of reading books and listening to stories; however, their understanding of what they read is based on their ability to relate the written word to their own experience (NAEYC 1986).”

This said, there will be seven-year-olds and eight-year-olds combined in a second grade classroom. For seven-year-olds, they will show that they can listen to the teacher and other students as well as giving and taking information. They are very open-minded and will adapt to unfamiliar ideas and try and learn more about them. For eight-year-olds, their curiosity will have them wondering about different aspects as well as talking about the situation. They want to learn about people who live in China and what they do for fun or what they eat. Children this

age want to learn about the people in social studies and the world around them, not just in their own town. They want to branch out and learn what it takes to be a good citizen and read books based on social studies themes.

Rationale: *Why do students need to participate in this unit of study?*

I believe that students need to participate in the study of communities to get a better understanding of how communities work and what they are. They will be learning about what it takes to keep a community looking its best and how much effort goes into their community. Explaining the different parts of one as well as learning about their own community gives them a better understanding of where they live and what goes on in their own place. Going to the local community and showing them what their park looks like, or the people and business that make their community different than others. I think that it will also help them learn about how different communities are but are alike in their own ways. There are many different celebrations and traditions that go on inside and out of communities. They should also learn more about how to help the community that they live in, like picking up trash or recycling. Keeping the community safe and environmentally friendly is very important because it shows that you know how to take care of your community both environmentally and playing it safe.

Goals:

- I want the students to learn more about the way a community works.
- I want the students to learn more about how their community works.
- I want the students to be able to list five or more pros about their own community.

- I want the students to be able to understand that being part of a community is important and beneficial.
- I want the students to talk about the traits of being a good citizen.
- I want the students to be able to talk about different celebrations and traditions they have inside their community.
- I want the students to be able to have an open discussion about different ways to help their community (picking up trash, recycling, etc.)

Learning Objectives

Lesson One(Social Studies):

- After reading the book and discussing, the students will be able to identify responsibilities that individuals have to themselves and others 100% of the time.
- Given the instructions, the student will identify what makes a good citizen by describing four or more traits.

Lesson Two(Writing):

- Given the materials, the students will describe four or more ways that people contribute to the community.
- Given the instructions, the students will use descriptive words when writing in every sentence.

Lesson Three(Science):

- Given the celebrations in your community, the student will explain by listing five ways they are important.
- Given the different roles people have, the student will identify four roles people have in families and communities.

Lesson Four(Reading):

- Given the instructions, the students will identify what makes a good citizen by describing four or more traits.
- Given the story, the students will write down four or more facts that give into their comprehension of the story.

Lesson Five(Math):

- Given the map, the students will find five places in their community with objects to measure 100% of the time.
- Given an object, the students will measure an object to the correct measurement 8 out of 10 times (80%).
- Given an object, the students will choose the correct measurement 8 out of 10 times (80%).

Lesson Six(Drama):

- Given different traits for every student, the students will act out different roles in the community through short stories with 100% accuracy

Lesson Seven(Music):

- Give a map of the community, the students will each sing one question a piece and call on someone to sing an answer back with 100% accuracy.

Lesson Eight(Story telling):

- Given different consequences of violating laws, the students will tell stories with different approaches with 100% accuracy.

Lesson Nine(PE-Gross Motor):

- Given different places in their community, the students will use their locomotor skills when called out while walking around the community with 100% accuracy.

Lesson Ten(Cooking):

- Given the ingredients for a pancake and the process, the student will label the different resources in the book with 80% accuracy (8 out of 10 correctly).

Lesson Eleven(Art):

- Given the materials, they student will draw a time with their family or friends at a community celebration complete with a small written explanation with 100% accuracy.

Lesson Twelve(PE-Fine Motor):

- Given the materials, the student will perform manipulative skills correctly while showing ways that people do recreational activities with 100% accuracy.

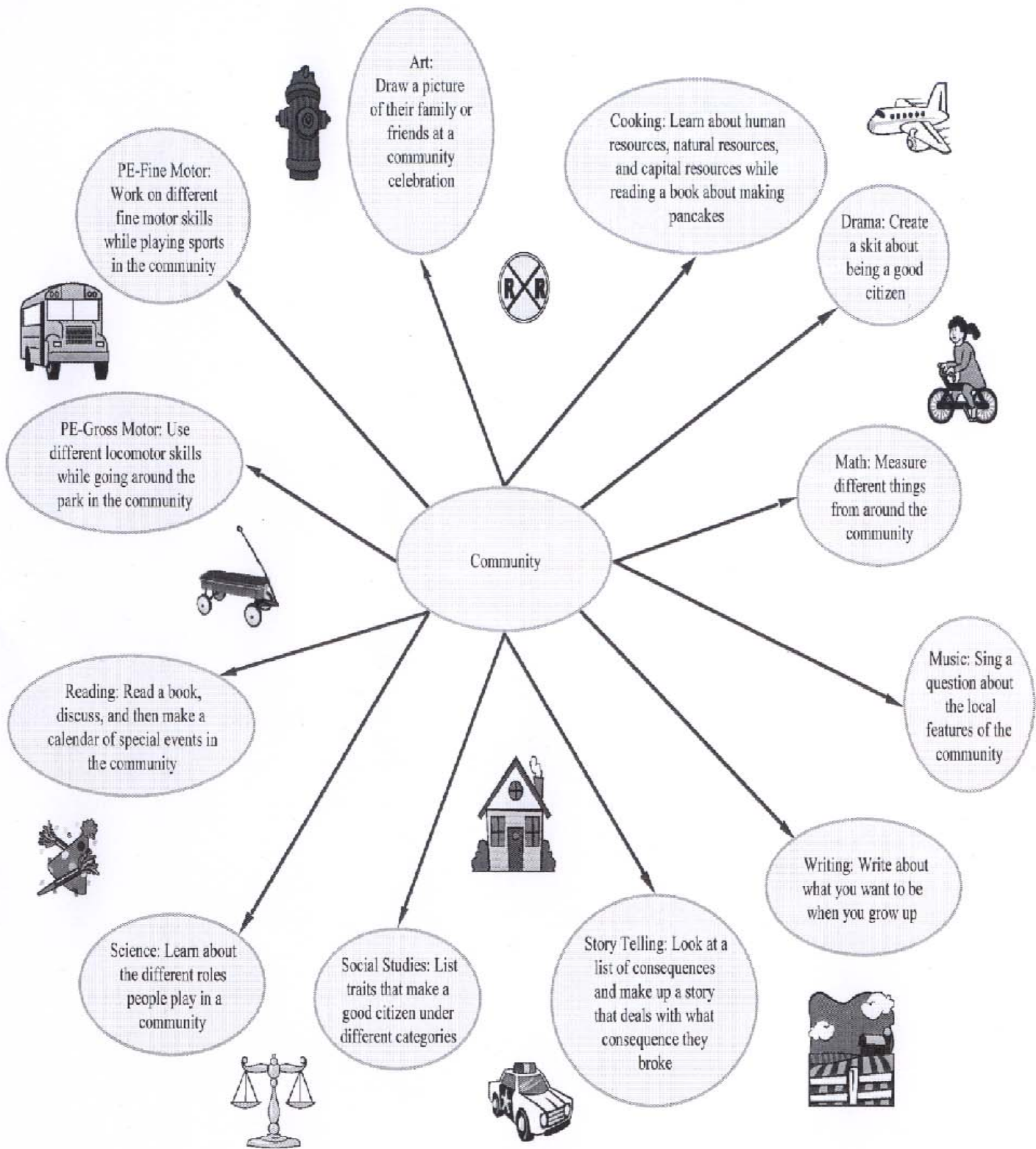
Standards

<p>Social Studies- Lesson 1</p> <p>In this lesson, the students will list traits that makes a good citizen by making charts and listing traits under:</p> <ul style="list-style-type: none"> • School • Friends • Community • Home 	<p>Social Studies</p> <p>2.2.1 Foundations of Government: Explain that the United States government is founded on the belief of equal rights for its citizens.</p> <p>2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.</p>
<p>Writing- Lesson 2</p> <p>In this lesson, the students are going to talk about what they want to be when they grow up and the way they will make their community beneficial in their composition notebooks. Then, the students can share their stories with the classroom if desired.</p>	<p>Social Studies</p> <p>2.2.4 Roles of Citizens: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.</p> <p>English</p> <p>2.5.5 Use descriptive words when writing.</p>
<p>Science- Lesson 3</p> <p>In this lesson, the students are going to learn about the different types of roles that people have in a family and in a community. For the activity, they will be making a collage from pictures and then drawing a picture of their family within their collage.</p>	<p>Social Studies</p> <p>2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important.</p> <p>Science</p> <p>2.4.8 Give examples of different roles people have in families and communities.</p>
<p>Reading- Lesson 4</p> <p>In this lesson, the students will be talking about what their family does in their community and the later they will be making a calendar of special events that happen around their community. They will also be looking up words in the Glossary in the back of the book and there will be a discussion about those words.</p>	<p>Social Studies</p> <p>2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>English</p> <p>2.3.7 Identify the meaning of lesson of a story.</p>
<p>Math- Lesson 5</p> <p>In this lesson, the students will be measuring things from around their community. Different things will be brought in like street signs and sticks. They will also have an out-of-class assignment which will be done with the help of the parents. They will also be looking a map of the community and looking at the physical</p>	<p>Social Studies</p> <p>2.3.4 Physical Systems: On a map, identify physical features of the local community.</p> <p>Mathematics</p> <p>2.5.1 Measure and estimate the length to the nearest inch, yard, centimeter, and meter.</p> <p>2.5.3 Describe which unit of length is most</p>

features.	appropriate in a given situation.
<p>Drama- Lesson 6</p> <p>In this lesson, the students will create a skit about being a good citizen by themselves or with peers, and then they will perform each skit. Then, there will be a group discussion over the ways to help around their community.</p>	<p>Social Studies</p> <p>2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>Fine Arts: Theatre</p> <p>2.6.1 Dramatize short stories using improvisation and theater games.</p>
<p>Music- Lesson 7</p> <p>In this lesson, the students are going to be coming up with questions for students to answer about the local features around the community; but they are going to sing the question to the students.</p>	<p>Social Studies</p> <p>2.3.4 Physical Systems: On a map, identify physical features of the local community.</p> <p>Fine Arts: Music- 2.3.2 Sing short questions to be answered by classmates.</p>
<p>Story telling- Lesson 8</p> <p>In this lesson, the students are going to be looking at a list of consequences of breaking the law, and then the students will tell a story about:</p> <ul style="list-style-type: none"> • What law they broke • What consequences was administered, and • How it could be resolved. 	<p>Social Studies</p> <p>2.2.7 Roles of Citizens: Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p> <p>Fine Arts: Theatre-2.2.1 Explore the different ways stories can be told.</p>
<p>PE-Gross Motor- Lesson 9</p> <p>In this lesson, the students will use the different locomotor skills while going around the park in the community. The students will switch skills so they can focus on each locomotor skill.</p>	<p>Physical Education</p> <p>2.1.2 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.</p> <p>Social Studies</p> <p>2.3.4 Physical Systems: On a map, identify physical features of the local community.</p>
<p>Cooking- Lesson 10</p> <p>In this lesson, the students will learn about human resources, natural resources, and capital resources while reading a book about making pancakes.</p>	<p>Social Studies</p> <p>2.4.1 Define the three types of productive resources (human resources, natural resources, capital resources) and identify productive resources used to produce goods and services in the community</p>
<p>Art- Lesson 11</p> <p>In this lesson, the students will draw a picture of their family or friends at a community celebration along with a small explanation (written) about what is being celebrating.</p>	<p>Social Studies</p> <p>2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important.</p>

	<p>Fine Arts-Visual Arts 2.6.2. Create artwork about self, family, and personal experiences</p>
<p>PE-Fine Motor- Lesson 12 In this lesson, the students will take a visit to the park again in their community and work on different fine motor skills while playing sports.</p>	<p>Social Studies 2.3.7 Environment and Society: Identify ways that recreational opportunities influence human activity in the community.</p> <p>Physical Education 2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.</p>

Curriculum Map



Dear Parent or Guardian,

Time to strap in and get ready to set foot into a fun and learning journey all about...

★ **Community** ★

This unit plan that we will be learning about in the second grade classroom is all about our community. In this unit plan, we will be covering twelve different topics:

- ❖ **Art- Your child will be drawing a picture of a community celebration.**
- ❖ **Cooking- Your child will learn about human, natural, and capital resources while reading a book on pancakes.**
- ❖ **Drama- Your child will write a skit and then perform it in front of their classmates about being a good citizen.**
- ❖ **Math- Your child will measure different things from around the community.**
- ❖ **Music- Your child will sing a question to their classmates about the local features.**
- ❖ **PE-Fine Motor- Your child will play sports at the park while working on fine motor skills.**
- ❖ **PE-Gross Motor- Your child will use different locomotor skills while going around the park.**
- ❖ **Reading- Your child will read a book all about a community and then make a calendar.**
- ❖ **Science- Your child will learn about the different roles people play in the community.**
- ❖ **Social Studies- Your child will list traits that make a good citizen.**

- ❖ **Story Telling-** Your child will look at a list of consequences and make up a story about one of those that they pick.
- ❖ **Writing-** Your child will write about what they want to be when they grow up.

Throughout our adventures, your child will be having fun while learning about the different ways a community works throughout the lessons as well as what it takes to be a good citizen and take care of their community.

If you would like to help out on our field trip to the local community for a community walk, please detach the sheet below and send back with your child,

If you have any questions, or just want to talk about this unit or any other matter, please do not hesitate e-mail me at almoore@spartans.manchester.edu.

Thanks and have a great day!

Miss. Moore

Yes, I would like to help on the field trip.

Signature: _____ Date: _____

Child's name: _____

Annotated List of Trade Books for Community

Bullard, L (2002). *My neighborhood: place and faces*. North Mankato, MN: Picture Window Books.

This book takes you on an adventure with a little girl named Libbie. She wants to show you around her neighborhood and all of her favorite spots and the people that live there or go there often. At the end, you have the choice to map out your own places and faces in your own neighborhood.

Caseley, J (2002). *On the town: a community adventure*. New York City, NY: Greenwillow Books.

A boy and his mother go on an adventure around their community and record the places and people they see in and around their neighborhood. The boy has a homework assignment to record different things about a community, and does so with his mother on errands to the grocery store and going to the bank and barbershop. He learns more about his community and has a lot to tell his class when he gets back to school.

Cooper, M (1995). *I got community*. New York City, NY: Henry Holt & Company.

This book is all about the little things that we do for one another to make the community a great place to live. It talks about neighborhood helpers and different scenarios that they are a part of in the community. The book, written in a narrative tone, brings a new level to reading a book about communities and what helpers do for each of us.

Disalvo-ryan, D (1994). *City green*. New York City, NY: HarperCollins.

This book is about a girl named Marcy who is hurt emotionally when the city destroys a building in her neighborhood. Marcy and her neighbor decide to plant a garden where the building used to be located. After some time, everyone on the street soon donates time and effort to create a super garden. It turns out to be a community event that everyone loves to help with.

Kalman, B (2000). *What is a community from a to z?* New York City, NY: Crabtree Publishing Company.

This book talks about the common aspects shared in a community. It talks about subjects such as people, culture, government, buildings, transportation, etc. It also talks about how the physical features have an impact on the way of life in communities. They will read about the environment, family, and rules.

Rondeau, A (2004). *Do something in your community*. South Pasadena, CA: Sandcastle.

This book features a lot of pictures and explanations that show helpers in the community. There are many different roles in the community, from doctors to firefighters to teenagers and what they do for the community. At the end, it poses the question "What would you like to do?" which makes you think about what you would want to do in your own community.

Saunders-Smith, G (2000). *Community*. North Mankato, MN: Capstone Press.

This book talks about the different kinds of workers in the community. These workers are explained about what service they provide through their occupation. Throughout the book you will find many different workers that help the community and bring it to life.

Sterling, K (2007). *Living in rural communities*. Minneapolis, MN: Lerner Classroom.

This book talks about the different things you will find in a rural community. You will find that there are different characteristics with living in a rural community rather than an urban community. It gives a list of the different settings, such as farming, the country, and other aspects of living in the country.

Sterling, K (2007). *Living in urban communities*. Minneapolis, MN: Lerner Classroom.

This book talks about the different things you will find in an urban community. You will find that there are different characteristics with living in an urban community rather than a rural community. It gives a list of the different settings, such as tall buildings, apartments, and cities.

Sweeney, J (1998). *Me on the map*. New York City, NY: Dragonfly Books.

This book is about a girl who starts with a map of her bedroom and then it expands to a map of the world. Throughout the book, she draws a map of her bedroom, to a map of her home, her street, to her town, to state, to country, and finally to the world. It makes you think about where your house is and where your community is located in the world.

Bulletin Board

Community Poll



Question of the Day

YES

NO

(Student names will go under the answer they choose)

Different questions to put in the box:

Do you think that a person is being a good citizen if he/she throws trash on the ground?

Do you like to have celebrations with your family and friends?

Do you think that a person is being a good citizen if he/she helps their parents around the house?

Have you ever participated in community service?

Do you think that a person is being a good citizen if he/she is mean to other people?

When you see trash, do you pick it up and throw it away?

Do you have jobs that you do at home?

Do you want to help out around your community and participate in community service?

Do you want to go visit the park with your family and friends?

Have you ever visited the park in your local community?

When you walk outside, do you see physical features?

Do you recycle at home?

Field Trip/Guest Speaker

A field trip that we can go on is a community walk. I will send out a letter with the students explaining where we will be going and ask if their parents or guardians can help. This will be sent home with the first letter when I talk about the unit plan. In this community walk, we will start at the school and leave around 10:30, and then we will start walking and meet at the park. This will be the meeting place in case anyone happens to get lost and we will also be eating lunch at this spot. We will go to different places around the community: firehouse, library, bank, corporate building, police station, post office, middle school or high school, and many other places that are located within the community. We will break for lunch around noon and have food available for the students and the parents and guardians. After this, we will walk throughout the park and talk about the different features (if available-pond, trees, flowers, etc.). Then, we will head back to the elementary school at the end of field trip around 1:30.

For the guest speaker, I will invite different members of the community into the classroom to share what they do for a living. If possible, I will send home a sheet with the students asking if their parents would like to donate their time and talk about what they do as a profession. If I get enough responses, then I will have them come in when we are talking about the science lesson and the different roles people have in a community. If I do not get enough responses, then I will try and locate some other members of the community to see if they would like to come in and talk with the students. This can be a five minute description (or longer or shorter depending on how long they want to talk) of what they do, how they help people, and then they can answer any questions that the students have.

Technology

For technology, there is going to be one lesson that will be accompanied by technology and then also on the field trip on the community walk. The lesson that will be accompanied with technology is going to be the music lesson. In this lesson, the students are going to sing a question they came up with about the physical features of the local community. For the field trip, the students are going to be going around different parts of the community, like visiting the library and the park.

For the lesson, I am going to have a voice recorder in which each of the students can record when they sing a question. I will press record and say “The second grade students will be singing questions to their peers while they answer by playing their instrument and singing their answer back”. Then, the first student will start and sing their question. Then, when another student knows the answer, they will play their instrument, whether it is the triangle, drum, etc. Then, the student that asked the question will hand the recorder to the student that played the instrument and then they will sing their answer. Do this until the last student sings their question and then close with “That was the end of the second grade students singing their answers about the physical features of the community!”

For the community walk, I will have a camera available to record certain parts of the walk. I think that it would be a good idea to include the different spots that we visit on camera and what the children think of each place. Then, when we are at the park for lunch, I think that it would be fun to have some sort of interview with the students, asking them about their trip around the community and the places they went. This would get the students involved in expressing their opinion and what they thought about the field trip.

Literature

Using literature in the classroom is very important. In some of these lessons, there will be books read aloud to the students with several questions at the beginning, the middle, and at the end. This helps the reader ask questions if they have any and also helps them gain more knowledge about the topic. I believe that literature is very important and should be incorporated in this unit because it will help the student learn about the community while reading the trade books. The trade books that I selected will broaden the student’s horizon about communities. I picked a book about rural communities and then one about urban communities to see the similarities and also the differences within the books. I think it’s important to read to the students to help them read on their own, and these books will be available for the students to look back on and also read again if they desire.

Community Pre-Test

Name: _____

Date: _____

1. Circle the picture of a good citizen:



2. List two jobs that you do at your house.

3. List two people that play a role in your community.

4. Do you play at the park in your community? Circle Yes or No.

YES

NO

Community Post-Test

Name: _____

Date: _____

1. List two traits that make you a good citizen in your community.

2. What are two things that you can do in your community to make it a fun and safe place to live?

3. Circle the person that you would not see work in your community:



4. Why is it important to pick up trash around your community?

Community Pre-Test Key

Name: _____

Date: _____

1. Circle the picture of a good citizen:



2. List two jobs that you do at your house.

Cleaning up my room and doing dishes. Any other answer that correlates with good jobs that you do at your house will be accepted.

3. List two people that play a role in your community.

My dad works at a supermarket and my mom works at a school. Any other answer that correlates with two people that play a role will be accepted.

4. Do you play at the park in your community? Circle Yes or No.

YES

NO

(Depends on if they play at the park or if they do not play at the park)

Community Post-Test Key

Name: _____

Date: _____

1. List two traits that make you a good citizen in your community.

Picking up trash around the community and helping my mom and dad. Any other answer that correlates with good traits will be accepted.

2. What are two things that you can do in your community to make it a fun and safe place to live?

Have celebrations with my friends and family at the park and wear a helmet when riding my bike. Any other answer that correlates with fun and safe ways will be accepted.

3. Circle the person that you would not see work in your community:



4. Why is it important to pick up trash around your community?

It makes it look nice and it is a good thing to do. Any other answer that correlates with fun and safe ways will be accepted.

Lesson Plans

Lesson Plan #1-Social Studies-Kick Off Community Thematic Unit

Lesson: Accepting Responsibility

Length: 30-40 minutes

Age or Grade Level Intended: 2nd grade

Academic Standard(s):

SOCIAL STUDIES: Civics and Government

- 2.2.1 Foundations of Government: Explain that the United States government is founded on the belief of equal rights for its citizens.
- 2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.

Performance Objective(s):

After reading the book and discussing, the students will be able to identify responsibilities that individuals have to themselves and others 100% of the time.

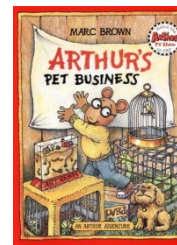
Given the instructions, the student will identify what makes a good citizen by describing four or more traits.

Assessment:

Have the students go back and look at their posters they made with their groups. Have them discuss if they have done their responsibilities and how they felt after doing so. Also, assess poster on how many responsibilities they wrote down, illustrations, and if they had group chemistry.

Advance Preparation by Teacher:

- Get the book titled *Arthur's Pet Business* by Mark Brown. Also have the chalkboard and chalk ready, or a dry-erase board.
- Additional materials for each group of students:
 - Piece of poster board or giant Post-It notes
 - Pencils and art supplies (markers, crayons, etc.)



Procedure:

Introduction/Motivation:

Tell the students that today they are going to learn about responsibility. Ask the class if they know what that big word means. Let them know that you are going to be reading a book titled *Arthur's Pet Business* and then later are going to make posters with a group of other students about responsibility.

Step-by-Step Plan:

- **Story Time:**

- o Read *Arthur's Pet Business*.
- o Discuss the story with the class. Ask students the following questions:
 - List why Arthur wanted to take care of other people's pets. (*Bloom's*: Knowledge)
 - Why do you think he wanted to prove to his parents that he was responsible? (*Bloom's*: Analysis)
 - Identify what responsibilities Arthur had. (*Bloom's*: Application)
 - Discuss ways that Arthur proved himself to be responsible. (*Bloom's*: Comprehension)
- o Ask students if they have a pet at home. If so, ask what responsibilities they have for that pet.
- o List students' responsibilities to their pets on the chalkboard or dry-erase board.
- o Have students suggest other people or things for which they are responsible for if they do not have a pet at home.
- o Tell the students that next they are going to make a responsibility poster. At this time, you should divide your students into four groups and have them sit at desks. (*Gardner's*: Interpersonal)
- **Responsibility Poster:**
 - o Give each group a piece of poster board or giant Post-It note, pencils, and art supplies.
 - o Instruct one group to title its poster "Home" and have students' list responsibilities they have to themselves and others at home.
 - o Have the other groups create similar posters for "School", "Friends", and "Community" responsibilities.
 - o Encourage each group to illustrate its poster (*Gardner's*: Visual-Spatial)
 - o Have each group share its poster with the rest of the class by going up to the front of the room. (*Gardner's*: Bodily-Kinesthetic)

Closure:

Finish up by hanging the posters in a place where they can look back and see if they are following their responsibilities correctly. Remind students that the posters will help you remember what responsibilities you have at each of these places and to remember to be responsible.

Adaptations/Enrichment:

- Student with ADHD
 - o Have this student pass out the posters, pencils and art supplies, and also put him/her with a group who will keep him/her on track when working on the poster.
- Student with giftedness
 - o Have this student think of more ways to be responsible by writing down more facts on a piece of paper. Or, you can have this student, if they are done with their group, help another group with ideas.

Self-Reflection:

Did all of the students meet the presented objectives? I believe that all the students will reach these objectives if they follow directions and stay on task .If some of the students did not understand the lesson; I will try and figure out why they were not able to understand this standard. I will then re-teach this lesson if it calls for it, or if a student is still struggling with this concept.

Lesson Plan #2-Writing

Community Thematic Unit

Lesson: Community Helpers

Length: 30-40 minutes

Age or Grade Level Intended: 2nd grade

Academic Standard(s):

SOCIAL STUDIES: Civics and Government

- 2.2.4 Roles of Citizens: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

ENGLISH/LANUGAGE ARTS: WRITING (Applications)

- 2.5.5 Use descriptive words when writing.

Performance Objective(s):

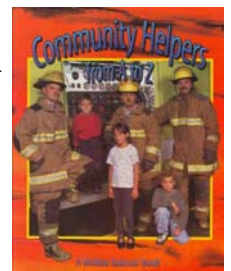
- Given the materials, the students will describe four or more ways that people contribute to the community.
- Given the instructions, the students will use descriptive words when writing in every sentence.

Assessment:

- After the previous lesson over responsibilities and this one to follow, have the students look back at the posters as well as read over their written journal for that week. Have them write down things if they want to continue on their journals to remember the good things they do in their community.

Advance Preparation by Teacher:

- Provide the book titled *Community Helpers from A to Z* by Bobbie Kalman.
- Have the students bring in a composition notebook (writer's notebook).
- Supply materials, such as pencils, pens, crayons, markers, construction paper, glue, and other materials you find useful.



Procedure:

Introduction/Motivation:

Tell the students that the unit over communities and responsibilities is just getting started and there are more ways to learn how to be a part of a growing community and to be responsible. Remind them that yesterday they focused on responsibilities around their community and in their families. Today the main focus will be over how you can contribute to your community and the people that help keep the community safe and working.

Step-by-Step Plan:

- Story Time:**
 - Read *Community Helpers from A to Z*.
 - Discuss the story with the class. Tell/ask students the following:
 - Discuss what you think about the different jobs. (*Blooms: Comprehension*)

- List jobs that you want when you are older. (*Blooms: Knowledge*)
 - How did each person help the community (for this one, pick a few letters and talk about the person)
 - Have the students tell you about what they want to be when they grow up.
 - List students' responses on the chalkboard or dry-erase board.
 - Now, talk about what they do in their community to make it better, or to make it good and beneficial to life.
- Tell the students that next they are going to write in their composition notebook about what they want to be when they grow up and the way they will make their community beneficial. (*Gardner's: Intrapersonal*)

Composition Notebook:

- Have the students pull out their notebooks and have a table in the back of the room with supplies. While walking around, describe how to use descriptive words in their stories. Give examples and ask questions to check for comprehension.
- Talk to the students about your own story:
 - When I grow up, I want to be a teacher...
 - List things about why you want to be a teacher
 - List different things a teacher does for the community
 - List things that you do to make your community beneficial.
- Go around the room and make sure the students have an understanding of the lesson.
- When everyone is done (close to done), have the students make a picture with the supplies at the back table. (*Gardner's: Visual/Spatial*)

Closure:

Finish up by hanging the pictures below a bulletin board titled "The Way I Help My Community". Have them reflect on why they drew what they did, why they chose the profession, and how they could help their community.

Adaptations/Enrichment:

- Student with ADHD
 - Have this student pass out supplies (if you want each group to have supplies), and also put him/her with a group who will keep him/her on track when working on the poster.
- Student with giftedness
 - Have this student think continue writing in their composition notebook by listing more ways you can help your community. Or, you can have this student, if they are done with their group, help another group with ideas about more ways. (*Gardner's: Interpersonal*)

Self-Reflection: Did all of the students meet the presented objectives? If some of the students did not understand the lesson; I will try and figure out why they were not able to understand this standard. I will then re-teach this lesson if it calls for it, or if a student is still struggling with this concept.

Lesson Plan #3 Science Community Thematic Unit

Lesson: Communities and Families

Length: 30-40 minutes

Age or Grade Level Intended: 2nd grade

Academic Standard(s):

SOCIAL STUDIES: History

- 2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important.

SCIENCE: The Living Environment

- 2.4.8 Give examples of different roles people have in families and communities.

Performance Objective(s):

Given the celebrations in the community, the student will list five ways why the celebrations with family and friends are important to them.

Given the different roles people have, the student will identify four roles people have in families and communities.

Assessment: After discussing the way different roles people have within families and within the community, make time to include an additional discussion asking the following questions:

- How is a family like a community? How is it different?
- What roles do people play in each?

After the questions, tell the students to pull out a blank piece of paper and write down one sentence about their family and what they do in their community.

Advance Preparation by Teacher:

- Chart paper, markers, art supplies that are used for making a poster
- For each student: 11" x 14" poster board, old magazines, scissors, glue stick, and markers

Procedure:

Introduction/Motivation:

Remind them that last lesson we talked about people who help in the community. Tell the students that today they are going to be learning about different roles people have in their families and in their communities. Write down on a piece of chart paper "person" and on the other side write "role". Ask students to give examples of people who work at school,

at home, and within their community. For each person they mention, make sure they also explain the role the person plays. While discussing, ask questions:

- What does that person do?
- What would happen if that person did not exist?

Then, tell the students that they will be making a collage about communities.

Step-by-Step Plan:

Collage:

- Hand out materials to the students (poster board, magazines, scissors, glue stick, and markers)
- You can make:
 - groups of students, (*Gardner's*: Interpersonal)
 - partners,
 - or the students can work on their own. (*Gardner's*: Intrapersonal)
- Tell the students that they will be making a collage about their community. Have them cut out different things they see in their community.
 - For example: building, post office, library, people of all different races, trees, a park, or anything that reminds them of their community or their home.
- After the students have made their collage, have them share with the rest of the class and explain why they chose the pictures, what are the roles in the community, and then ask the following questions to the class:
 - Describe what role the individual plays in the community (*Blooms*: Comprehension)
 - List some jobs people have in a community (*Blooms*: Knowledge)
 - Assess what would happen if there was no one to do these jobs in the community. What would happen to the community? (*Blooms*: Evaluation)

Where do I fit?

- Now that the students learned more about roles in the community, as students what roles do their families have in the community. Ask students:
 - Is your family part of a community?
 - What roles do people play in families?
 - What role do you play in your family?
- Next, have the students add to their collages by drawing pictures of families or adding different pictures from the magazines (*Gardner's*: Visual/Spatial)
- Next, have the students explain different ways their community celebrates holidays or special events:
 - Have them list five or more things on their collage (separate piece of paper if no room and add to collage later) about different ways they celebrate special events.
 - Talk about why communities and families celebrate events and why they are important.

- Let the students have time to share with their peers as well as talking with you about their collages.

Closure:

Remind students that it is alright that not everyone has the same idea on their collage, and that all families are different from one another. Also, be sure to add that different families and communities around the world see their communities different from others, as well as we see communities around our town and in America differently.

Adaptations/Enrichment:

Student with ADHD:

- Have this student pass out the materials to their peers. Also, when it is time to share their collage with the class, have them come up to front of the class and explain the second part of their collage (after they have drawn on it with their family)

Student with Gifts and Talents in Creativity:

- Have this student continue with their collage by adding insight from different parts of the world, or just adding more pictures and explaining each one and why it is important to have them in a community and family. Also, you can put them with a group who needs help or ideas (when this student is finished with his/her project).

Self-Reflection:

Did all of the students meet the presented objectives? I believe that all the students will reach these objectives if they follow directions and stay on task and give insight about their own community and family. If some of the students did not understand the lesson; I will try and figure out why they were not able to understand this standard. I will then re-teach this lesson if it calls for it, or if a student is still struggling with this concept.

Lesson Plan #4 Reading

Community Thematic Unit

Lesson: At Play in the Community

Length: 30-40 minutes

Age or Grade Level Intended: 2nd grade

Academic Standard(s):

SOCIAL STUDIES: Civics and Government

- 2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.

ENGLISH: Reading

- 2.3.7 Identify the meaning of lesson of a story.

Performance Objective(s):

Given the instructions, the students will identify what makes a good citizen by describing four or more traits.

Given the story, the students will write down four or more facts that aid their comprehension of the story.

Assessment:

After the lesson, the teacher will look over the papers about the different places to play and the traits of someone who helped in their community. The next day, go over those people and talk about why they chose this person and what else could happen in their community.

Advance Preparation by Teacher:

Big book titled *At Play in the Community* by Judy Nayer

Giant Post-It sheet

Markers, pencils, paper, other art supplies

Big calendar

Procedure:

Introduction/Motivation:

Tell the students that they are continuing their community lesson and are going to talk about the different things that can happen in their community. Last time, they talked about families in the community and they found out where their family fit. This time, they are going to

talk about what their family can do in the community and make a calendar of special events that happen in their community.

Step-by-Step Plan:

1. Read the book *At Play in the Community* aloud to students in the circle on the floor.
2. Engage the students with questions throughout the story:
 - a. Choose different things do you do as a family to play. (*Bloom's*: Application)
 - b. List different places that you can play. (*Bloom's*: Knowledge)
 - c. Discuss things that you do to help your community. (*Bloom's*: Comprehension)
 - d. What are the parts or features of your community that let you play? (*Bloom's*: Analysis)
3. After the story, re-read again with students reading this time. Pick volunteers who are engaged in the story.
4. After it is re-read, turn to the back and go over the words in the Glossary. Write them down on a giant Post-It sheet to save for later.
5. Have the students go back to their seats.
6. Pass out the markers and pose the question: “What makes your community a fun place to play?” Or, “Name someone that helps your community play.”
7. When they have had time, go around the room and let the students answer those questions.
8. Once everyone has had a turn, have them write down their answer. Tell them to look back at the giant Post-It note and tell them to use two or more words from the Glossary.
9. Let them work on this until they have written down four or more different things that help with comprehension throughout the story.
10. Then, talk about a person who has helped the community play, whether it is their parents or a local business. Describe at least four different traits of this person/business.
11. End with the students presenting their paper (either later in the day or the next day) or go around the room and see if they have anything else to add.

Closure:

When it is over, pull out the big calendar and have the students come back and sit on the floor. Talk about different events that are approaching (parades, birthday parties, town hall meetings, games, etc.). Write them on the “Our Community Events” calendar and have available in the room to write down more events that happen. (*Gardner's*: Interpersonal)

Adaptations/Enrichment:

Student with ADHD:

- Have this student pass out any materials and/or papers. (*Gardner's*: Bodily-kinesthetic)

Student with Gifts and Talents in Creativity in Reading:

- Have this student read another book on communities. Give them different questions/worksheet you can find to test their comprehension over the book.

Self-Reflection:

I have not taught this lesson, but I did think of some things to think about. Did all of the students meet the presented objectives? I believe that all the students will reach these objectives if they follow directions and stay on task. If some of the students did not understand the lesson; I will try and figure out why they were not able to understand this standard. I would switch up different parts of the lesson so I would cover all that I need to meet the standards. I will then re-teach this lesson if it calls for it, or if a student is still struggling with this concept.

Lesson Plan #5-Math

Community Thematic Unit

Lesson: Community Measurements

Length: 35-45 minutes

Age or Grade Level Intended: 2nd grade

Academic Standard(s):

SOCIAL STUDIES: Geography

- 2.3.4 Physical Systems: On a map, identify physical features of the local community.

MATHEMATICS: Measurement

- 2.5.1 Measure and estimate the length to the nearest inch, yard, centimeter, and meter.
- 2.5.3 Describe which unit of length is most appropriate in a given situation.

Performance Objective(s):

- Given the map, the students will find five places in their community, like a rock at the park or a stick in their backyard, to measure 100% of the time.
- Given an object, the students will measure an object to the correct measurement 8 out of 10 times (80%).
- Given an object, the students will choose the correct measurement 8 out of 10 times (80%).

Assessment:

- Have the students bring in the worksheet they had to complete outside of class and see if they understood how to measure objects and the correct unit of measurement they had to use.

Advance Preparation by Teacher:

- Provide different objects from around the community-grass, sticks, rocks, a street sign, and other lengths of each of those
- Chalkboard
- Map of the local community
- For the students: rulers, pencils, graph to write down results (see attached worksheets-one will be done in class, and the other one will be taken home and is part of the assessment).

Procedure:

Introduction/Motivation:

Tell the students that they are going to be learning how to measure things from around their community. Remind them that yesterday they focused what they can do to play in their community and what their families do, too. Today the main focus will be over how to measure different things, like buildings, a street sign, or even a flower. They will also learn how to tell what measurement is most appropriate.

Step-by-Step Plan:

- Place the students in groups of four (*Gardner's*: Interpersonal):

- One student is the recorder, two students are the observer/experimenter, and one student is the one who gets the supplies. These roles will change after each object.
 - Tell the students that the recorder is the person the writes down information.
 - Tell the students the observer watches the group to make sure that they stay on task or they are doing things right.
 - Tell the students that the experimenter works hands-on with the different objects.
 - Tell the student that the one who gets the supplies will be in charge of bringing the supplies back to their group.
- After the groups have been made, have the students choose an object from the back table.
 - These objects will include different things from around the community, like a street sign, a flower, or anything that will remind the students on their community.
- When talking about these objects, ask the students:
 - Describe in your group what the objects are in your community/what they do (*Bloom's*: Comprehension)
 - Estimate how long the object measures. (*Bloom's*: Evaluation)
 - Why do you think you would measure the object with inches? Yards? Centimeters? Meters?
- Have the students discuss in their groups why they would use the four different measurements. Come together and discuss what they have found. Look for conclusions such as the size, the way it is shaped, etc.
- Next, have the students use what measurement tool they suggested and write it down in their results.
- Continue this for nine more items, a total of ten items they will have to measure.
- After they have recorded their information, talk to the students about things in their community that they could measure. Write these responses on the board.
- Then, pull up a map of the local community. Have the students locate different places around the community where they could go to measure things:
 - Examples: If you look at the park, there might be a small pond or lake, and you can measure some plants around the area. There also might be small animals (like worms) that you can measure. (all of these activities should be done under parental supervision). There also might be a small hill that you can measure or you can guess how tall a mountain measures.
- Talk about how important it is to be safe and have an adult around to help you if you are going to go into town or away from your home. This activity should be done with your parents or a guardian.

Closure:

Finish up by having the students write down five objects that they want to measure in their community. Have them take a separate worksheet home with them and fill in the measurements of the things they picked. After they do this, have them write why they chose which measurement with a brief sentence.

Adaptations/Enrichment:

- Student with ADHD
 - Have this student pass out supplies (if you want each group to have supplies), and also put him/her with a group who will keep him/her on track when working on the poster. (*Gardner's: Bodily-kinesthetic*)
- Student with giftedness
 - Have this student write down more than five objects to measure at home. Or, you can have this write down why they chose those objects and where on a map they were located.

Self-Reflection: Did all of the students meet the presented objectives? I believe that all the students will reach these objectives if they follow directions and stay on task .If some of the students did not understand the lesson; I will try and figure out why they were not able to understand this standard. I will then re-teach this lesson if it calls for it, or if a student is still struggling with this concept.

Name: _____

Date: _____

Community Measurements

Pick five objects around your community to measure. It could be a slide at the park, or a flower in your front yard. Write down what object you are going to measure. Then, write down what measurement you used and how long the object measured in what unit. Then, write down why you used which unit of measurement.

Object	Measurement (inches, yards, centimeters, or meters)	Why did you choose that measurement?

Lesson Plan #6-Drama Community Thematic Unit

Academic Standard(s): S.S. - 2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable. Fine Arts: Theatre- 2.6.1 Dramatize short stories using improvisation and theater games.

Performance Objectives: Given different traits for every student, the students will act out different roles in the community through short stories with 100% accuracy.

Advanced Preparation by Teacher: A large area, preferably a stage, with different themes around the community and wardrobes for the students and different skits the students came up with.

Lesson Plan:

- The teacher will talk about the previous day when the students measured different objects around their community.
- Today, tell the students that they are going to be writing skits about different things you do in your community. Tell them to write a skit about a good citizen and include different traits they may show to be a good citizen in their community.
 - How to write a skit:
 - This is a shortened version of a play, so it is not very long.
 - There are a couple of characters or maybe just one.
 - Write the setting at the beginning.
 - Write the character then have it followed by what they say (Ex. George- “This is a great day, isn’t it!”).
 - Make sure it is short and to the point.
 - Provide traits that good citizens have with each character.
- Talk about how to make up different skits, allowing them to be under five minutes long for the time they have within class time.
- Give the students time to write a skit with one or two of their peers (if the number of students allows it you can have more than three per group).
- After the students have come up with a skit, have them act out their skit on the stage or a large area.
- Tell the students about how there are many ways to help around the community and there are many jobs you can have to help out.
- Tell the students that tomorrow they are going to be learning about the community through music.

Assessment: The teacher will assess the community traits that the students picked as well as the involvement of the group members and the way they showed it through their skits.

Lesson Plan #7-Music

Community Thematic Unit

Academic Standard(s): S.S. - 2.3.4 Physical Systems: On a map, identify physical features of the local community. Fine Arts: Music- 2.3.2 Sing short questions to be answered by classmates.

Performance Objectives: Give a map of the community, the students will each sing one question a piece and call on someone to sing an answer back with 100% accuracy.

Advanced Preparation by Teacher: A large area, preferably a stage to sing off questions. Have a musical instrument for each student so the students that answer the questions can have an instrument to “play” before singing an answering to a question.

Lesson Plan:

- The teacher will talk about the previous day when the students acted out different skits about different roles in the community.
- Today, tell the students that they are going to be coming up with different questions for students to answer about the local features in the community, like lakes, rivers fields, etc.
 - Talk to them about the time they measured different objects around their community.
 - Pull up the same map you used to show them the physical features of the community.
 - Brainstorm ideas about different questions you could ask about the features
 - What is in the middle of the park? (lake or pond)
 - What is green and has a lot of grass? (prairie)
 - What has corn growing in it? (farmland)
- Tell the students that this is going to be different than asking questions and getting an answer; they have to sing the question to their peers and when someone knows the answer, they have to “play” their instrument and sing the answer back to the questioner.
- Give the students time to come up with a question about the location of different places, the names of different lakes, etc.
- After the students have come up with a question, have the students come the large area or stage and take turns singing their questions.
- Tell the students about the different places in the community and this activity helped them understand more about where they are and how to be a better person in the community.
- Tell the students that tomorrow they are going to be learning about the community through storytelling.

Assessment: The teacher will assess the questions that the students came up with as well as if they sang their question. The students who answered will be assessed on their knowledge of community and if they sang the answer back.

Lesson Plan #8-Story telling

Community Thematic Unit

Academic Standard(s): S.S.-2.2.7 Roles of Citizens: Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately. Fine Arts: Theatre-2.2.1 Explore the different ways stories can be told.

Performance Objectives: Given different consequences of violating laws, the students will tell stories with different approaches with 100% accuracy.

Advanced Preparation by Teacher: Have a list of different consequences, a large area, preferably a stage to tell stories.

Lesson Plan:

- The teacher will talk about the previous day when the students sung different questions about the location of lakes and other parts of the community.
- Today, tell the students that they are going to be looking at a list of the consequences of breaking the law, and the students are going to tell a story about:
 - What law they broke,
 - What consequence was administered, and
 - How it could be resolved.
- Tell the students that this is going to be interesting because not everyone tells stories alike, and everyone has their own way of telling a story.
- Give the students time to pick a consequence from the list and to develop a story about their consequence.
- After the students have come up with a story, have the students come the large area or stage and take turns telling their story.
- After the students have talked about their stories, tell the students that these consequences are things that happen every day; maybe not in our community, but in some communities around the United States. The way you solved it seems like it would work in conflicts or consequences that happened
- Tell the students that tomorrow they are going to be learning about the community while playing baseball in the park of the local community.

Assessment: The teacher will assess the consequence the student is faced with, and how the student came up with a resolution.

Lesson Plan #9- PE-Gross Motor Community Thematic Unit

Academic Standard(s): Physical Education- 2.1.2 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges. S.S.-2.3.4 Physical Systems: On a map, identify physical features of the local community.

Performance Objectives: Given different places in their community, the students will use their locomotor skills when called out while walking around the community with 100% accuracy.

Advanced Preparation by Teacher: Trip to the community, different features to walk past, around, through.

Lesson Plan:

- Talk to them about the last lesson involving telling stories about different consequences and how to solve them.
- Take the students to the local community.
- Divide the students up into the locomotor skills:
 - Walking
 - Running
 - Hopping
 - Jumping
 - Skipping
 - Galloping
 - Sliding
 - Leaping
- Have them line up in that order and take a “hike” around the community.
- Each group (in the locomotor skill) will do their activity when the class passes a physical feature in their community and the teacher says “What feature is this?”:
 - Lake, pond, or area of water
 - Park features (playground, benches, bridge)
 - Crops, large grassy areas, trees, etc.
 - Large buildings, shops, businesses
- Switch every five minutes or less to work all the students on each locomotor skill.
- Talk to the students about why these features make up their community and how they are special.
- Come together and talk about the different locomotor skills and why they are important.

Assessment: Before each student can leave or go back to school, they must show off two locomotor skills. The teacher will list off two and the student will show an example for each skill.

Lesson Plan #10-Cooking

Community Thematic Unit

Academic Standard(s): S.S. 2.4.1 Define the three types of productive resources (human resources, natural resources, capital resources) and identify productive resources used to produce goods and services in the community

Performance Objectives: Given the ingredients for a pancake and the process, the student will label the different resources in the book with 80% accuracy (8 out of 10 correctly).

Advanced Preparation by Teacher: The book *Pancakes, Pancakes!* By Eric Carle, large area for reading, chalkboard, art supplies and paper.

Lesson Plan:

- Remind the students that yesterday they went outside and located things around their community.
- In this lesson, we are going to learn about human resources, natural resources, capital resources by reading a book.
- List the definition and several examples of each of the resources and tell why they are important.
- Read the book *Pancakes, Pancakes!*
- Talk to the students about the different examples of human resources, natural resources, and capital resources from the book.
- Send the students back to their seats and have them draw their favorite part of the book and label if it is a human resource, a natural resource, or a capital resource.
- Next, bring the drawings up to the front and hang them up in a proper place to look back on.
- Look at all the pictures and talk to the students about the different productive resources used to produce each of those items.
 - Ex. Pancake had to be made from many things, and it can be sold at the local breakfast restaurant in town.
- Come up with different examples to show the students different goods and services around the community.

Assessment: Look at the picture and see if the part the student drew was correctly labeled as resources.

Lesson Plan #11-Art Community Thematic Unit

Academic Standard(s): S.S. – 2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important. Fine Arts-Visual Arts 2.6.2. - Create artwork about self, family, and personal experiences.

Performance Objectives: Given the materials, they student will draw a time with their family or friends at a community celebration with 100% accuracy.

Advanced Preparation by Teacher: art supplies (construction paper, writing paper, markers, crayons, etc.), pictures of different celebrations around the community and world celebrations.

Lesson Plan:

- Talk to the students about how they learned about human resources, natural resources, and capital resources from reading the book *Pancakes, Pancakes!*.
- Tell the students that today they are going to be drawing and writing about different celebrations they have in their community.
- Ask the students why they think celebrations are important and why we have them.
- First, show pictures of different celebrations around their community (Fourth of July, parades, garage sales, summer vacation, cookouts, etc.) and even show some pictures from celebrations from different cultures around the world.
- Have them write on writing paper a celebration they have had with their friends or family.
- Then, hand out the materials and have the students draw the picture that goes along with their story.
- Make time for the students to show their picture and talk about it if time allows.

Assessment: Look at their writing and picture to see if they agree with one another and if the celebration seems like they have experienced it with their friends or family.

Lesson Plan #12- PE-Fine Motor Community Thematic Unit

Academic Standard(s): S.S. – 2.3.7 Environment and Society: Identify ways that recreational opportunities influence human activity in the community. Physical Education-2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.

Performance Objectives: Given the materials, the student will perform manipulative skills correctly while showing the different things they do at home with 100% accuracy.

Advanced Preparation by Teacher: chalkboard, utensils, key for your door and the lock, a student's coat, an open and close container, art supplies

Lesson Plan:

- Talk to the students about the previous day and how they had to draw their family and friends celebrating .
- Next, tell them that today we are going to be working on fine motor skills, which include:
 - tying shoes
 - zipping and unzipping
 - buckling and unbuckling
 - drawing, painting, and coloring
 - opening and closing objects
 - picking up and holding onto small objects
 - using locks and keys
 - holding and using utensils properly and effectively
- Ask the students where they do most of these things (write some of the examples on the board)
- Next, break the students up into the eight topics and then have the students work together to practice these skills in the certain area of the room (stations for the different skills)
 - Go around to each group and show them an example or if they need help show them how to do it the right way.
- Every five minutes or so, have the students switch to the different stations until every student had a chance to go to every station.
- Come together to talk about the activities.
- Ask the students if they perform most of these activities at home, and sometimes at school.
- Close this lesson with a list of other things the students do at home.

Assessment: Have the students show you at least two different fine motor skills they learned before they leave at the end of the day to go home.

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