

Makerspace & STREAM Activity

The City: How Communities Grow and Change

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Resources

<http://www.ss42.com/pt-buildings.html>
<https://creativepark.canon/en/categories/CAT-ST01-0084/index.html>
<https://www.disneyexperience.com/models/>

Section A: Teaching Context

1. Context for the Unit

The major product for this unit is the model city to be created in the hallway outside the classroom. The entire student population will be notified about the use of the space and guidelines have been issued to all teachers about expectations around the project. The project will incorporate the district's planning guide and allocated resources for mathematics, science, social studies, and language arts.

Much of the teaching will be done utilizing the classroom's technology: Promethean Board and the Lumins projector. These tools allow for a far greater reach in the dissemination of information. The class is accustomed to watching modeled activities (like the scaffolding for math or a shared pen exercise in writing) already.

Since the project is a yearly unit that the classroom teacher has done for a number of years, a reasonable amount of resources have already been gathered. An incredible number of supplementary resources are available online. The buildings will need to be both close to scale and also developmentally appropriate.

Documenting the project is part of my planning as I prepare for my body of evidence. Pictures will be taken as the project grows and changes. The final culmination of the project will be a movie of the city with the children narrating various aspects of the city, including what they have learned in a cross-curricular connection.

The district-mandated curriculum (*Social Studies Alive*) will be used for much of the sequence of teaching. Alignment with these lessons, as well as an emphasis on interdisciplinary lessons will be the focus of my body of evidence.

The following is a brief description of the Multiple Intelligences used throughout the unit:

Linguistic/Language: Oral language will be a part of each lesson. Written and spoken components will be an integral part of the learning process.

Logical/Mathematical: Several of the lessons are planned within the context of math, specifically addressing state standards and using the districts Everyday Mathematics curriculum as a framework. Students will be encouraged to use their skills to interact with the mathematical aspects of the city.

Spatial: The models will be student created, with appropriate adult intervention and guidance. Students will have opportunities to interact with the city through the building and planning process.

Bodily kinesthetic: The fine motor skills of the students will be engaged as they construct items for the city. Students will also be encouraged to select location and help place items in the city as decided by the students during the planning commission meetings.

Interpersonal: Each lesson has a cooperative aspect. The project has a great emphasis on collective teamwork and collaboration allowing students to freely discuss their cooperative work effort, how their collaboration enhances the city, and what function their structure plays in the city.

Intrapersonal: Some activities require independence and will allow students to work alone and self-reflect on their quality of work, how their specific work enhances the city, and what function their structure plays in the city.

The motivation to participate in the project is high among students. In a global sense, students want to be a part of this activity. Self-efficacy and goal setting is a focus in the classroom, and students are assessed on their academic and personal character traits on the district report card. The city project helps most students excel in developing those traits. For some this development is slower than anticipated, and may remain a challenge. The expectations of each student will be high, both in the creation of the city models, and in all interrelated course work.

Section B: Unit Plan

1. Organizer/ Matrix

The City Cross-Curricular Matrices

Oral & Aural Language Development

- Active participation in listening, speaking, and viewing
- Activating prior knowledge about families, communities, and cities
- develop listening skills related to city-specific details
- develop descriptive verbal skills
- develop language to describe past, present and future
- speak effectively about time and the effects of the passage of time
- accountable talk with peers and teachers
- ongoing city-specific vocabulary development

Literacy

- Text-to-text connection
- Text-to-self connection
- Text-to-world connection
- Record of events- *The City* project tells its own story
- Recognize when a text is discussing the past, present, or future

Mathematics

- Construct a two-dimensional representation of a city as a part of the ongoing planning process
- Construct a three-dimensional model of a city using geometric transformations
- Understand that The City is comprised of geometric design
- Find the area of The City using standard and non-standard measurement
- Visual recognition of scale to non-scaled items (visual mathematical literacy)
- Understand the concept of elapsed time through the process of change

Social Studies

- Map skills
- School yesterday and today
- Ethnic, social, and religious sub-groups
- Needs and wants
- Families and communities grow and change over time
- Being a good neighbor
- through diversity Americans build their communities

2. Scope and Sequence: Cross-Curricular Pollination

	Schema/ Prior Knowledge	Objectives	City Component	Individual Product/ Assessment	Whole Group Product/ Assessment	Time (duration & time-block)
Pre-test Schools Long Ago/ Schools now Workbook Chap. 7	Students have recently read <i>Little House in the Big Woods</i> and <i>Ramona the Pest</i> . Currently reading <i>Anne of Green Gables</i> . Ideas of past and present have been covered in recent lessons.	Students will be able to compare between items from the past and the present.	City activity has been recently introduced. Students have observed teachers preparing the "canvas" of the city.	Page 48 of the student workbook. "Schools Long Ago/ Schools Now." Students draw two pictures of items found in schools of the past and contrast those illustrations with drawings of items from the present.	-none-	30 minutes Social Studies
Lesson 1 Time-line Workbook Chap. 7	Time-lines may be a familiar concept to some students. Students understand their own personal time-line. Students know modern methods of transportation.	Students will be able to sequence items according to chronology. Students will be able to relate chronology to their own experiences.	Students have added a Native American Village. Discussions have been had about how the European settlers arrived and how and where they might settle.	Pages 50-51 of the student workbook. Students draw a series of pictures illustrating themselves at two years old, the age at which they are now, and any age they might be in the future.	Students work as a group to organize, chronologically, the methods of transportation.	30 minutes Social Studies
Lesson 2 City Planning Meeting	Students are aware of "planning commission" roles and responsibilities. <i>Many meetings of this sort will happen over the course of this unit, this lesson plan covers the basic composition.</i>	Students will be able to relay and relate changes in the city. Students will develop plans for future aspects of the project.	This is the preliminary discussion before the building stage of each week's lesson. Students observe what has changed in the city and plan for what will come next.	Students offer observations about the city. Student's ideas are solicited for place names. Students offer ideas for new buildings or city components. Students are assigned to task-forces or projects.	Students observe the city. Students participate in the shared-pen labeling of the components. Students vote on nomenclature.	45 minutes O.L.D. & Social Studies
Lesson 3 What do you do? Work book Chap. 8	Students' experiences are tapped for what they do around town to have fun and to learn outside of school.	Students will be able to apply personal experience to the creation of text and items for The City.	Students plan the location of and create parks, theaters, libraries, restaurants, museums, a zoo, an aquarium, an amusement park, etc. to add to the city.	Page 53 of the student workbook. Students will illustrate two pictures of what they do and write two complete sentences to go along with the pictures.	Students will create items for parks, theaters, libraries, a zoo, an aquarium, an amusement park, etc. to add to the city. <i>Students are assigned to task-forces or projects</i>	30 minutes Social Studies
Lesson 4 Kinds of Family Members, Kinds of Homes, Kinds of Activities Workbook Chap. 9	Students are asked what kinds of house they live in and about the kinds of houses they've seen.	Students will be able to synthesize various units of measurement and data collection using aspects of the City.	The city already has a number of neighborhoods that students have created. Students will be observing the changes in housing and create new neighborhoods.	Pages 60-62 of the student workbook. Students offer names of family members, kinds of homes, and kinds of activities. Students will list 3-4 of each on the corresponding page.	Students offer observations about the city's houses and neighborhoods. Students offer ideas for locations of new neighborhoods. <i>Students are assigned to task-forces or projects</i>	30 minutes Social Studies

Lesson 5 Measuring the City	Students are introduced to buildings of note and then asked about interesting buildings in their community.	Students will be able to apply personal experience to the creation of text and items for the City.	Students are not creating buildings or embellishments for the city, but interacting with the items as they measure them.	Students draw the item from the city and record the measurements.	This activity is done as "centers." The students work with their math partner. Students rotate from center to center to measure a number of items from the city.	1 hour Social Studies & Mathematics
Lesson 6 Things Families Buy Workbook Chap. 10	Students will discuss the things that the people of the city buy. Students are familiar with the words and concepts of <i>need</i> and <i>want</i> .	Students will be able to identify needs and wants.	Students plan the location of and create stores and businesses to be added to the city.	Students will illustrate and label four pictures. Page 65	Students will create stores and a mall to add to the city. <i>Students are assigned to task-forces or projects</i>	30 minutes Social Studies
Lesson 7 Needs and Wants Train	Students know the names of stores and what they typically sell.	Students will be able to differentiate between needs and wants.	Students continue to plan the location of and create stores and businesses to be added to the city.	Students independently color and identify three needs and three wants which they will affix to the worksheet.	Students will continue to create stores and a mall to add to the city.	30 minutes Social Studies
Lesson 8 Map the City	Students had a previous unit about mapping the classroom. Students have been exposed to maps of the city at each planning meeting- these maps hang in the hall by the city.	Students will be able to construct a map of the City.	Students observe the landforms, landmarks and locations of the city.	Students offer items to be included on their maps. Students populate a map of the city with landmarks and locations (landforms will be provided).	Students review the maps created by the "planning commission." Students are taught the symbols for mapping a city. Students vote about items to include.	1 hour Social Studies & Mathematics
Lesson 9 Being a Good Neighbor	General rules in a city, at school and in their homes should be familiar to students. Students are familiar with the Busy Bee pledge.	Students will be able to relate rules and laws to their own experience and the City.	The students are asked what life might be like if they lived in the city. Things like stop-signs and cross-walks may be added.	Students offer ways of being a good neighbor. Students offer rules and their reasons. Students offer rules for the city.	Class discusses being a good neighbor. Students are introduced to rules as laws. Students choose rules for the city.	45 minutes O.L.D. & Character Development
Lesson 10 Movie Making: Narrating our City	Students have seen the movie created by last year's class. Students may be familiar with the technology associated with recording their voice. Some students may be more comfortable than others speaking aloud.	Students will be able to demonstrate understanding of the City through oral language skills	Students imagine a "fly over" of the city and what they might see. Students narrate an aspect of the city for the movie they are creating together.	Student selects/is selected to read a section of the script the class created. Student is recorded reading their section of the script.	The final product includes the whole class and will be watched as a group to celebrate and enjoy!	<i>Introduction</i> 10 minutes Social Studies <i>Individual times may vary for recording</i>

<p>Post Assessment Part 1 School Life Then/ School Life Now Workbook Chap. 7</p>	<p>Students have spent ample time working with ideas of past and present.</p>	<p>Students will be able to compare between items from the past and the present.</p>	<p>City activity is starting to wrap up. Discussions of what happens to cities as they change and age.</p>	<p>Page 49 of the student workbook. "School Life Long Ago/ School Life Now." Students draw two pictures of items found in schools of the past and contrast those illustrations with drawings of items from the present.</p>	<p>-none-</p>	<p>30 minutes Social Studies</p>
<p>Post Assessment Part 2 Exit Interview</p>	<p>All of the concepts learned over the course of this lesson along with other ideas unique to the student.</p>	<p>Students will be able to synthesize a variety of subjects as they relate to the City project.</p>	<p>Students interact with the city to tell the story of how it was built. Students relate stories about the project and display their work.</p>	<p>Key concepts from the unit are assessed, along with the student's over-all experience of the project.</p>	<p>-none-</p>	<p><i>Introduction</i> 10 minutes Social Studies <i>Individual times may vary for assessment purposes</i></p>

3. Colorado Model Content Standards: Benchmarks & Additional Standards

	Social Studies Standards	Oral Expression Standards	Reading Standards	Writing standards	Research Standards	Mathematics Standards	Science Standards	Character Development Skills
<p>Pre-test Schools Long Ago/ Schools now Workbook Chap. 7</p>	<p>1.1 History Describe patterns and chronological order of events of the recent past</p>		<p>2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers</p>	<p>3. 1&2 Writing and Composition Exploring the writing process develops ideas for writing texts that carry meaning; Appropriate spelling, conventions, and grammar are applied when writing</p>				<p>Be attentive Be thoughtful Be respectful</p>
<p>Lesson 1 Time-line From Buggies to Blast-off</p>	<p>1.1 History Describe patterns and chronological order of events of the recent past</p>	<p>1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information</p>	<p>2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers</p>		<p>4.1 Research and Reasoning A variety of resources leads to locating information and answering questions of interest</p>	<p>3.1 Data Analysis, Statistics, and Probability Visual displays of information can be used to answer questions 4.2 Shape, Dimension, and Geometric Relationships Measurement is used to compare and order objects and events</p>		<p>Be obedient Be attentive Be helpful Be thoughtful Be respectful</p>
<p>Lesson 2 City Planning Meeting</p>	<p>2.1 Geography Geographic tools such as maps and globes to represent places</p>	<p>1.1&2 Oral Expression and Listening Multiple strategies develop and expand oral vocabulary; Verbal and nonverbal language is used to express and receive information</p>	<p>2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers</p>	<p>3. 2 Writing and Composition Appropriate spelling, conventions, and grammar are applied when writing</p>		<p>4.2 Shape, Dimension, and Geometric Relationships Measurement is used to compare and order objects and events</p>	<p>1.1 Physical Science Solids and liquids have unique properties that distinguish them</p>	<p>Be obedient Be attentive Be helpful Be true Be cheerful Be kind Be thoughtful Be respectful</p>

<p>Lesson 3 What do you do?</p>	<p>1.2 History Family and cultural traditions in the United States in the past</p>	<p>1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information</p>	<p>2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers</p>	<p>3. 1&2 Writing and Composition Exploring the writing process develops ideas for writing texts that carry meaning; Appropriate spelling, conventions, and grammar are applied when writing</p>				<p>Be obedient Be attentive Be helpful Be true Be thoughtful Be respectful</p>
<p>Lesson 4 Kinds of Homes</p>	<p>2.2 Geography People in different groups and communities interact with each other and the environment</p>	<p>1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information</p>	<p>2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers</p>	<p>3. 1&2 Writing and Composition Exploring the writing process develops ideas for writing texts that carry meaning; Appropriate spelling, conventions, and grammar are applied when writing</p>		<p>4.2 Shape, Dimension, and Geometric Relationships Measurement is used to compare and order objects and events</p>		<p>Be attentive Be helpful Be true Be kind Be thoughtful Be respectful</p>
<p>Lesson 5 Measuring the City</p>		<p>1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information</p>		<p>3. 2 Writing and Composition Appropriate spelling, conventions, and grammar are applied when writing</p>		<p>3.1 Data Analysis, Statistics, and Probability Visual displays of information can be used to answer questions 4.2 Shape, Dimension, and Geometric Relationships Measurement is used to compare and order objects and events</p>	<p>1.1 Physical Science Solids and liquids have unique properties that distinguish them</p>	<p>Be obedient Be attentive Be helpful Be kind Be thoughtful Be respectful</p>

<p>Lesson 6 Things Families Buy</p>	<p>3.1 Economics People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income</p>	<p>1.1&2 Oral Expression and Listening Multiple strategies develop and expand oral vocabulary; Verbal and nonverbal language is used to express and receive information</p>		<p>3.2 Writing and Composition Appropriate spelling, conventions, and grammar are applied when writing</p>				<p>Be attentive Be thoughtful Be respectful</p>
<p>Lesson 7 Needs and Wants</p>	<p>3.1 Economics People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income</p>	<p>1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information</p>						<p>Be attentive Be true Be thoughtful</p>
<p>Lesson 8 Being a Good Neighbor</p>	<p>2.2 Geography People in different groups and communities interact with each other and the environment</p>	<p>1.1&2 Oral Expression and Listening Multiple strategies develop and expand oral vocabulary; Verbal and nonverbal language is used to express and receive information</p>	<p>2.1&2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers; Comprehending and fluently reading a variety of literary texts are the beginning traits of readers;</p>	<p>3. 1&2 Writing and Composition Exploring the writing process develops ideas for writing texts that carry meaning; Appropriate spelling, conventions, and grammar are applied when writing</p>				<p>Be obedient Be attentive Be helpful Be true Be cheerful Be kind Be thoughtful Be respectful</p>

Lesson 9 Map the City	2.1 Geography Geographic tools such as maps and globes to represent places	1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information	2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	3. 2 Writing and Composition Appropriate spelling, conventions, and grammar are applied when writing	4.1 Research and Reasoning A variety of resources leads to locating information and answering questions of interest	3.1 Data Analysis, Statistics, and Probability Visual displays of information can be used to answer questions 4.2 Shape, Dimension, and Geometric Relationships Measurement is used to compare and order objects and events		Be attentive Be helpful Be thoughtful Be respectful
Lesson 10 Movie Making: Narrating our City	1.1 History Describe patterns and chronological order of events of the recent past	1.1&2 Oral Expression and Listening Multiple strategies develop and expand oral vocabulary; Verbal and nonverbal language is used to express and receive information	2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers				1.1 Physical Science Solids and liquids have unique properties that distinguish them	Be obedient Be attentive Be helpful Be cheerful Be kind Be thoughtful Be respectful
Post Assessment Part 1 School Life Then/ School Life Now	1.1 History Describe patterns and chronological order of events of the recent past		2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers					Be attentive Be true Be thoughtful Be respectful
Post Assessment Part 2 Exit Interview	1.1 History Describe patterns and chronological order of events of the recent past 1.1 Geography Geographic tools such as maps and globes to represent places	1.1&2 Oral Expression and Listening Multiple strategies develop and expand oral vocabulary; Verbal and nonverbal language is used to express and receive information			4.1 Research and Reasoning A variety of resources leads to locating information and answering questions of interest	4.2 Shape, Dimension, and Geometric Relationships Measurement is used to compare and order objects and events	1.1 Physical Science Solids and liquids have unique properties that distinguish them	Be attentive Be true Be cheerful Be thoughtful Be respectful

4. Unit Resources

The major curricular resources for the unit are the district's mandated social studies, science and mathematics programs: *Social Studies Alive*, *BSCS Science* and *Everyday Mathematics*.

Following the sequence of these programs is a high priority. The content within the programs lends itself to the project of building the city: the three social studies chapters cover the past and present, families, homes, activities, communities, and needs and wants. The final unit in science covers properties. Two EDM math chapters specifically address geometry: polygons, three-dimensional objects, and fractions.

To extend the students background knowledge, whereby enhancing the project, the classroom teacher will read four books, covering life in the distant past, semi-recent past, and modern era. The first book, *Swift Arrow*, by Josephine Cunningham Edwards, discusses life on the frontier prior to the American Revolution. The second book, *Little House on the Prairie*, by Laura Ingalls Wilder, helps students to connect American life on the frontier as communities grow and change after the American Civil War. The third book, *Anne of Green Gables*, by A. M. Montgomery, while a fictional book, helps students identify life during the turn of the 20th Century. The final book, *Charlie and the Chocolate Factory*, by R. Dahl, another fictional book, will help children understand life after the industrial revolution of the 20th Century. No books on the 21st Century post-modernism will be read.

5. Integration of Theory And Research

Culturally Responsive Instruction

Students in the district come from a variety of backgrounds. This richness in diversity lends itself to the project of constructing a model community. Gay (2000) defined culturally responsive instruction as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning encounters more relevant and effective for them." White (1912) described the educational process as educating thinkers...not mere reflectors of other peoples thoughts while taking a high, broad view of education instead of a low, narrow view with only academic pursuits in mind. This unit will foster a rich learning experience where the students influence the project by their own personal cultural experiences within their own environment and dominate or sub-dominate cultural heritage (race and religious perspective).

Constructivist Behavioral Approaches

The classroom teacher follows a daily series of routines which is developmentally appropriate for first graders. One of the sets of procedures is the behavior and discipline plan. Outlined in detail in part A. The expectations and procedures provide the students, regardless of ability, a frame of

reference for acceptable public, social demeanor and decorum. Constructivism encourages a process of learning in which students are encouraged to be responsible and autonomous (Gray, 2002). Students know and understand the very structured environment, which is designed not to impeded individuality, but fosters a collective good.

6. Standardized Test Preparation

Whereas first grade students do not participate in a specific standardized test in Denver Public Schools, the unit is geared toward helping students synthesize learning in preparation for assessments which will be administered in the future grades.

Second grade students in Denver Public Schools are tested in reading, writing, and mathematics with benchmark assessments. In writing second grade students are expected to be able to write to a prompt. The emphasis in all written work during the unit is on conventions such as spelling, punctuation and grammar, known as Daily Language Instruction skills. These skills will carry over into any future written assessment, but the benchmarks have a specific rubric which looks at this aspect of the student's skills. Further, though the Colorado Student Assessment Program (CSAP) may undergo changes, the need for the state to gather data on students will not change in this modern era of student and teacher accountability. At present, third grade students are assessed in writing, reading and mathematics using CSAP and district benchmark assessments.

Writing is addressed in this unit in a way that fosters preparedness for future assessments. Mathematics is a crucial component of the project, with one lesson focused on the grade appropriate state standards of geometry and measurement. Since the areas within the standards do not change, even though verbiage changes over time, the learning the students do now creates a strong foundation for the more complex concepts to come. Within the context of reading, literacy is an aspect of each lesson. As these students use text throughout the unit, there is an understanding that the skills they are learning serve to promote visual, critical, and creative thinking, some of the most important test-taking skills.

7. Comprehensive Assessment Plan

a. Pre-assessment

The pre-assessment for activity in unit 7 of the district mandated curriculum, *Social Studies Alive* will be used to assess prior knowledge. The assessment ties in with the shared reading of *Little House on the Prairie* and provides a realistic picture of how the students understand life at school in the past and the present. The simplicity of the instrument is also a factor. Students will work independently to finish four illustrations: two items representing schools from the past, and two items representing schools of the present.

b. Formative assessment

In order to assess whether students are synthesizing the various aspects of the city project, specifically the integration of social studies with mathematics and science, a brief multiple choice quiz will be administered midway through the project. This assessment will be scaffolded by reading each question to the students along with the multiple choice answers. Students will have two minutes to choose from the answers and fill in the corresponding bubble. This will provide students the opportunity to prepare for multiple choice item assessments they will take in the near future in older grades. The work assessment will be immediately graded at each individual student's desk. Those students who do not perform at a proficient level will not be permitted to work on the construction components of the city for the rest of the week, but will instead have alternate activities to help them understand key components of the city as it relates to social studies, math, and science.

c. Post Assessments

Two summative assessments for this unit will be administered. The students will complete a task similar to the pre-assessment. The instrument comes from the *Social Studies Alive* curriculum and its main difference is that it asks for differences in school life as opposed to simply items. The goal is to observe synthesis of the ideas from throughout the unit. The second assessment is more comprehensive and will be an oral language activity where each student will participate in an exit interview. Each area the city unit covered (oral language development, literacy, social studies, mathematics, science, and character education) will be assessed, drawing questions from the matrix created to direct the instruction. From this detailed instrument, data may be gathered on each of the areas the unit covered. These assessments will be administered the final week of the project.

Post Assessment : Exit interview (Gr. 1-2) & Constructed Response Questions (Gr.3-8)

Oral and Aural Language Development/Developing Written Responses

Passage of time and its effects

1. How can we tell that time has passed in the city?

4	3	2	1
Student response includes details like the "modernization" of items or the changes of building style.	Student response includes ideas of growth and/or change along with details like what items disappeared or were replaced.	Student response includes the ideas of growth and/or change, with no details.	Student has no/inappropriate response

City Specific Vocabulary

2. What are some of the kinds of homes we have in The City?

4	3	2	1
Student response includes four kinds of homes. (Log cabins, brick homes, Tudors, Italian villas.)	Student response includes three kinds of homes.	Student response includes 2 kinds of homes.	Student response is one kind of home.

Literacy

Text-to-self

3. What did part of The City did you make? Tell me what you did to make it.

4	3	2	1
Student names item and gives multiple steps. Details are relevant and factual.	Student names item and can give some steps. Details are few.	Student can name item but can give no relevant steps.	Student cannot name any part of the City they made or answer is not appropriate.

Text-to-text

4. Is there a story that the city makes you think of?

4	3	2	1
Student names text and gives supporting details. Student clearly compares and contrasts the project to text.	Student names text and gives some supporting details. Some comparisons may be present.	Student names text but cannot provide rational or text had little apparent relevancy to The City.	Student names text has no relevancy to the city.

Text-to-world

5. How is our city like other cities in the world?

4	3	2	1
Student details several aspects, gives specific place names (both within the city and the world).	Student compares one or two aspects, but with only minor details.	Student relates aspects that are cliché- no specific details.	Student does not compare the project to any city or says there isn't comparisons to be made.

Record of events

6. Tell me the story of the city

4	3	2	1
Student follows a clear time-line and gives many relevant details. The story is a narrative and not just a list of facts.	Student has some sense of time-line. Adequate details are present. The story may still be list-like.	Student follows no time-line structure or the story resembles a list. Few details are present.	Student has no semblance of time-line or list structure. No details are present.

Recognizing text- past, present, future

7. What's a story that talks about the past? How can you tell it's talking about the past?

4	3	2	1
Student names text and gives supporting details. Student clearly demonstrates deeper understanding of time period and it's aspects.	Student names text and gives some supporting details. Some deeper understanding may be present.	Student names text but cannot provide rational.	Student names text that has no relevancy to the past.

8. What's a story that talks about the present? How can you tell it's talking about now?

4	3	2	1
Student names text and gives supporting details. Student clearly demonstrates deeper understanding of time period and it's aspects.	Student names text and gives some supporting details. Some deeper understanding may be present.	Student names text but cannot provide rational.	Student names text that has no relevancy to the present.

Mathematics

Understand the City is comprised of geometric design

9. How did we use math in the city?

4	3	2	1
Student names all four rationals. -Polygons -3-D figures -fractions are everywhere -Measurement	Student names 2-3 rationals.	Student names one rational.	Student cannot name a mathematics rational.

Two dimensional representation

10. What are some polygons in the city? What item shows those?

4	3	2	1
Student can name and locate 5 or more polygons.	Student can name and locate at least 4 polygons.	Student can name and locate 2-3 polygons.	Student can name and locate 2 or less polygons.

Three dimensional representation

11. What are some 3-D shapes in our city? What item shows those?

4	3	2	1
Student can name and locate 4 or more shapes.	Student can name and locate at least 3 shapes.	Student can name and locate 2 shapes.	Student can name and locate 2 or less polygons.

Area of the city using standard measurement

12. How long is our city? How wide?

4	3	2	1
Student can recall actual measurement or uses body parts to measure. Vocabulary (ie: 30 <i>by</i> 6 feet) is appropriate. Both aspects are correct or approximate.	Student attempts to measure or recall. Both measurements are approximate.	Student attempts to measure or recall. One measurement is approximate.	Student makes no attempt or the measurements are not approximate.

Visual recognition of scale and non-scale items

13. What items are some items that are too big or too small for the city? How can you tell?

4	3	2	1
Student names 2 or more items. Recognition of scale is clearly present (too big/too small).	Student can name 1 or 2 items. Recognition of scale may be present but not detailed.	Student can name 1 item, but little to no explanation is given regarding scale.	Student names no or inappropriate item.

14. What items are just right? How can you tell?

4	3	2	1
Student names 2 or more items. Recognition of scale is clearly present.	Student can name 1 or 2 items. Recognition of scale may be present but not detailed.	Student can name 1 item, but little to no explanation is given regarding scale.	Student names no or inappropriate item.

Elapsed time

15. About how much time has passed in the City?

4	3	2	1
Student recalls that each week of the project equals a decade (10 years). The project lasted about 13 weeks. Acceptable answers: exact answers between 100 and 150 years.	Student may recall that each week equals a decade. Acceptable answers: approximate answers over 100 years.	Student acknowledges time has past but cannot recall that weeks were time periods.	Student gives inappropriate answers.

Social Studies

Map skills

16. Where is there water? Where is Disneyland? What symbol did we use for the airport?

4	3	2	1
Student can accurately identify all three map items.	Student can accurately identify 2 map items.	Student can accurately identify 1 map item.	Student cannot identify any items or identifies more than 1 item incorrectly.

17. What could you tell from the map of the city?

4	3	2	1
Student response uses cues from map items and includes details. 3 or more items are mentioned.	Student response uses cues from the map. At least 2 items are mentioned.	Student response may use cues from the map or may be "guessed." 1 item is mentioned.	Student does not use map. Items may be mentioned but not in conjunction with the tool.

Needs and wants

18. What are some needs of people in the city? How/where do they get them?

4	3	2	1
All needs (water, food, clothing, shelter, medicine) are mentioned and accurately located.	3-4 needs are mentioned and accurately located.	1-2 needs are mentioned and accurately located.	One or fewer needs are mentioned and/or are inaccurately located.

19. What are some wants of the people in the city? How/ where do they get them?

4	3	2	1
More than 4 wants are mentioned and accurately located.	3-4 wants are mentioned and accurately located.	1-2 wants are mentioned and accurately located.	One or fewer wants are mentioned and/or are inaccurately located.

Families and communities grow and change over time

20. What kind of house do you think a small family would live in?

4	3	2	1
Student response is appropriate and includes support. (Log cabin, brick home)	Student response is appropriate but includes no support.	Student response is inappropriate but includes rational.	Student offers no response or rational.

21. Why do you think a family would move to the gated community?

4	3	2	1
Student response is reasonable and includes multiple appropriate reasons: size of family, wealth, etc.	Student response is reasonable but may not include reasoning relating to differences in communities.	Student response is not reasonable or shows no understanding of difference in communities.	Student offers no reasoning.

Being a good neighbor

22. Why do we have laws in our city?

4	3	2	1
Student answer includes "to keep us safe" and other reasonable explanation.	Student answer includes "to keep us safe."	Student answer includes ideas similar to "to keep us safe" but may not express them explicitly.	Student answer is inappropriate and does not include any idea similar to "to keep us safe."

Diversity in America

23. How do we know that different kinds of people- families, kids, etc- live in the city?

4	3	2	1
Student response includes clear understanding of different communities including houses of worship, different schools, etc. Reasoning and details present.	Student response includes understanding of different communities including houses of worship, different schools, etc. Reasoning and details may or may not be present.	Student response includes some understanding of different communities but may not have concrete examples.	Student offers no response or inappropriate examples of communities.

Science

Properties

24. What are some properties of the lighthouse?

4

3

2

1

Student response includes two areas- color and materials. At least 3 materials are mentioned (paper, light, plastic, cardboard, paint)

Student response includes materials- at least 2 of which are mentioned.

Student response includes color or only 1 material.

Student response is unrelated to properties.

25. How could we use properties in the city?

4

3

2

1

Student response includes more than 2 ideas such as sorting (more than 1 way of sorting is acceptable), observation, recording, etc.

Student response includes 2 ideas.

Student response includes 1 idea.

Student response is inappropriate or not offered.

c. Metacognition/ Self-Assessment

The unit's assessment tools should give the students multiple areas for self-assessment. The students will know that the pre- and post assessments are very similar. The goal of assessment, aside from gathering data on student understating, is to provide immediate feedback so students know how they did on the pre-assessment before the post-assessment. This may help some students to goal set in a way that will foster attentiveness.

The mid-unit assessment is another tool that should allow many students to tell where they are at in their understanding. All of the questions will be reviewed the day before and the assessment. There is a great deal of potential for success in the project. For many students, the motivation of working on the building projects will be enough to foster the goal of a proficient score or better.

Each student will be told the number of questions and the subjects addressed by the exit interview. After each assessment, I will inform the student of his or her score. The student and the classroom teacher should take some time to talk about his/her strengths and growth points. This also provides ample anecdotal evidence about the student experience of the project.

Integrated Cross-Curricular Project: *The City*

How Communities Grow and Change- Studying the Past and Present

Lesson Plan 1: Time Line- *From Buggies to Blast-off*

Overview

Learning Objectives	Students will be able to sequence items according to chronology. Students will be able to relate chronology to their own experiences.
Colorado Model Content Standards	Social Studies 1.1 History Describe patterns and chronological order of events of the recent past Reading, Writing, and Communicating 1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information 2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers 4.1 Research and Reasoning A variety of resources leads to locating information and answering questions of interest Mathematics 3.1 Data Analysis, Statistics, and Probability Visual displays of information can be used to answer questions 4.2 Shape, Dimension, and Geometric Relationships Measurement is used to compare and order objects and events
Assessment- Student Product and its Documentation	Formative assessment: Student participation in activities- appropriate responses for time-line. Summative assessment: Workbook pages 67-68. Activities 1 and 2.
Materials	Teacher: Teacher workbook, <i>Social Studies Alive</i> Big Book, photos (at age 9 and 27) Students: Student workbook pages 67-68, Handout 7 (from resource guide), Scissors and glue.
Resources	<i>Social Studies Alive</i> lesson guide, <i>Social Studies Alive</i> Resource Guide, Student workbook
Student Grouping and Expectations	Discussion around transportation will be conducted with the whole class, students being chosen at random (drawing name sticks). The cut and paste and illustration activities are scaffolded, whole group exercises where student will first create a collaborative product (time-line) and then a guided individual product (three illustrations).

Expectations for groups: Students will participate in the discussion when called and offer relevant information, students will be respectful listeners, students will use materials safely and neatly.
Consequences will follow the standard classroom procedure.

Special needs or specific learning/ background differences: RTI group will be pulled for continued scaffolding for the independent part of the lesson. Student to teacher ratio is 5:1. The *Social Studies Alive* Big Book will be on hand for visual cues. Specific instruction regarding ages will be given for the independent activity (the student at age 2, the age they are now, and at 99).
ELA: English language learners, these students will be prompted to respond in complete sentences. Scaffolding will be provided, if needed, in the context of the whole group. Access will be provided, if needed, to the Big Book

Differentiation

Procedure

Questions: Who did we read about last time in Social Studies? How old is he? What did he talk about? Do you think these changes happened fast? Have we had similar changes in our city?

Introduction

Relevancy and Prior Knowledge: Students had a shared reading activity regarding Mr. Bob, a centenarian whose life spanned the better part of the 20th century. The focus of his story is on forms of transportation. Students should be familiar with these forms of transportation and how they relate to the City, as well.

Student Activities

Gradual Release of Responsibility

I do

Review of Mr. Bob's story, (after "We do") time-line of myself (photos of age 11, age 27, and sketch of myself at 99).

We do

First, students will color the pictures neatly. Second, they will neatly cut out the boxes. Students will offer the order of forms of transportation from the life of Mr. Bob. As a scaffolded group, the students will glue on each picture accordingly.

You do

Based on the teacher model, students will draw three pictures, one of themselves in the past (as a baby), one of themselves in the present (the age they are now), and one of themselves in the future (as an adult or old person).
Questions to guide students to concept attainment: How will you show yourself when you were younger? How will you show yourself when you are older?

Closing

Questions to Summarize Learning Objectives: What kind of transportation did Mr. Bob see first in his life? Next? Last?
Which of your pictures shows the present? The past? The future? How can you tell? Where is the oldest part of our city? Where is it growing now? Where will it grow in the future?

Lesson Plan 2- City Planning Meeting

Multiple lessons resembling this one will be held over the course of the unit; this reflects the basic format.

Overview

Learning Objectives Students will be able to relay and relate changes in the city.
Students will develop plans for future aspects of the project.

Social Studies

2.1 Geography Geographic tools such as maps and globes to represent places

Reading, Writing and Communicating

1.1&2 Oral Expression and Listening

Multiple strategies develop and expand oral vocabulary;

Verbal and nonverbal language is used to express and receive information

2.2 Reading for All Purposes

Comprehending and fluently reading a variety of informational texts are the beginning traits of readers

3. 2 Writing and Composition

Appropriate spelling, conventions, and grammar are applied when writing

Mathematics

4.2 Shape, Dimension, and Geometric Relationships

Measurement is used to compare and order objects and events

Colorado Model
Content Standards

Assessment-
Product and its
Documentation

Summative Assessments:

Students will help label the city map with new components (shared pen).

Student participation in the process of creating new components.

Materials/Resources

Teacher: Template map of the City, markers & crayons.

Previous versions of City maps.

Student Grouping
and Expectations

The whole class will participate in constructing the details of the City up to "present," with students being called upon for ideas and/or chosen at random (drawing name sticks). Students will also be solicited as a group for place names and ideas for new buildings or city components.

Voting on the aspects will be conducted whole group and will be majority rule. Students are assigned to task-forces or projects which may be individual or small group.

Expectation for groups: Students will raise their hands to speak (classroom rule 1), students will be both respectful listeners and speakers, students will vote only one time for each selection.

Special needs or specific learning/ background differences: RTI group will be included as full participants in the planning activities. Their assigned task-force or activity will be developmentally appropriate and may be scaffolded accordingly.

Differentiation

Gifted: Students with good fine motor skills will be given more detail oriented work, they may take on projects with more complicated aspects. Students with higher reading skills will be encouraged to work on projects with written directions to challenge their abilities.

Procedure

Introduction
What will you do to introduce and guide learning?

Question: (*Questions will vary as the City grows and changes, following are some examples*) Where did the City begin? What was the first road on the island? What was the next road? What is the street around the lake called? Why did we call it Indian Street? Why is the street in front of the factories called Industry? Where is the college?

Relevancy and Prior Knowledge: Students should be able to name and locate (with prompting) the items they created within the City.

Student Activities

Gradual Release of Responsibility

I do

(Pre-lesson) populate map with landmasses and basic details, introduction. (*Questions will vary as the City grows and changes, following are some examples*)

We do

Aspects of the city will be drawn (eg: existing roads, new roads etc.) and shaded accordingly (eg: the airport, the college, etc).

Questions to guide students toward concept attainment: We discussed that the highways or freeways have numbers, what number should we give to our highway?

You do

Students create items for the city.

Closing

Questions to Summarize Learning Objectives: Why have the sizes of our roads changed as the City has grown? Why is our airport on the outskirts of town and not right in the middle? Where do you think people used to go to get groceries? Where will they go now? If we said we want to go see a movie in our city, what will we have to build? If we have more places to work, more schools, and more neat things in our city, what will have more of in our city? What will they need?

Lesson Plan 3: What Do You Do?

Overview

Learning Objectives	Students will be able to apply personal experience to the creation of text and items for The City.
Colorado Model Content Standards	Social Studies 1.2 History Family and cultural traditions in the United States in the past. Reading, Writing, and Communicating 1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information. 2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. 3. 1&2 Writing and Composition Exploring the writing process develops ideas for writing texts that carry meaning; Appropriate spelling, conventions, and grammar are applied when writing.
Assessment- Student Process/ Product and its Documentation	Formative Assessment: Students have been creating and will continue to create items for the city relating to civic, educational, and leisure activities both in individual and small group settings. Sumative Assessment: Page 53 of the student workbook- two illustrations and two complete sentences.
Materials/Resources	Teacher: Teacher workbook, Lumins projector. Students: Student workbook page 53, pencils, crayons. <i>Social Studies Alive Lesson Guide.</i>
Student Grouping	This activity is a scaffolded, whole group exercise (shared pen) where each student will create a collaborative product. Discussion (think-pair-share) will be conducted with a partner to activate schema and to provide Oral Language Development opportunities. Expectations: Students will use accountable talk when they work with their partner and be both respectful listeners and speakers, students will use their Daily Language Instruction rules and their quick word books to promote their best work in writing.' students will do their best work (classroom rule 6) when illustrating their work.
Differentiation	Special needs or specific learning/ background differences: RTI group will be pulled for small-group instruction and continued scaffolding for the independent part of the lesson. Gifted: Students will be encouraged to synthesize past and present and to describe meaningful personal experiences.
Procedure	
Introduction	Questions: We just had a long weekend. Who did something outside? Who did something around town? Share what you did with your partner. Where

would you go to have fun? Where would you go to see something neat or funny? Where would you go to learn something new? Talk to your partner.

To encourage accountable talk, I will ask for the student to tell me what their partner has shared.

Relevancy and Prior Knowledge: Students' experiences are tapped for what they do around town to have fun and to learn outside of school.

Student Activities

Gradual Release of Responsibility

I do

Modeled one page from the Student Workbook: Words and pictures.

We do

Students will use the ideas from their think-pair-share time to answer the following prompt: List something (else) you do with others.

Shared Pen: first sentence is collaborative (students will illustrate independently).

You do

Students will independently create the second sentence. Once the students have created their sentences and checked them for accuracy, they can illustrate with two pictures of themselves engaged in those activities.

Questions to Summarize Learning Objectives:

(City Experience- students will go out into the hall to observe the city)

It sounds like everyone had a really exciting weekend and that you've shared some neat things that you do with others. Do we have some of those things in our city? Where are they? Do you think that we might have some new ideas for things in our city? What's something new we could have in your city? Where should those new things be?

Closing

City Component: Students will plan the location of and create parks, theaters, libraries, restaurants, museums, a zoo, an aquarium, an amusement park, etc. to add to the city.

Lesson Plan 4- Family Members, Family Homes, Family Activities

Overview

Learning Objectives Students will be able to apply personal experience to the creation of text and items for the City.

Social Studies

2.2 Geography

People in different groups and communities interact with each other and the environment

Reading, Writing, and Communicating

1.2 Oral Expression and Listening

Verbal and nonverbal language is used to express and receive information

2.1&2 Reading for All Purposes

Colorado Model
Content Standards

Comprehending and fluently reading a variety of informational texts are the beginning traits of readers; Comprehending and fluently reading a variety of literary texts are the beginning traits of readers;

3. 1&2 Writing and Composition

Exploring the writing process develops ideas for writing texts that carry meaning;

Appropriate spelling, conventions, and grammar are applied when writing

Mathematics

4.2 Shape, Dimension, and Geometric Relationships

Measurement is used to compare and order objects and events

Assessment-
Product and its
Documentation

Formative Assessment: Students have been creating and will continue to create homes and residences, civic spaces, etc. for the city, both in individual and small group settings.

Sumative Assessment: Page 60, 61, and 62 of the student workbook- three lists: Four family members, three kinds of homes, three family activities.

Materials

Teacher: Teacher workbook, Lumins projector.

Students: Student workbook pages 60-62, pencils, crayons.

Resources

Social Studies Alive Lesson Guide.

This activity is a scaffolded, whole group exercise (shared pen) where each student will create a collaborative product. Discussion (think-pair-share) will be conducted with a partner to activate schema and to provide oral language development opportunities.

Student Grouping
and Expectations

Expectations for Groups: Students will use accountable talk when they work with their partner and be both respectful listeners and speakers, students will use their DLI rules and their quick word books to promote their best work in writing, students will do their best work (classroom rule 6) when illustrating their work.

Differentiation

Special needs or specific learning/ background differences: RTI group will

be pulled for small-group instruction and continued scaffolding for the independent part of the lesson.

Gifted: Students will be encouraged to “dig deeper” and think beyond pat answers (eg: beyond father and mother for family members to uncle, great-grandparent) and to relate synonyms for known vocabulary.

Procedure

We've been talking about groups in social studies. What's the group who's the most special to each of us? Why is your family special? What does your family like to do?

Introduction:

Expectations: Students will use accountable talk when they work with their partner and be both respectful listeners and speakers, students will use their DLI rules and their quick word books to promote their best work in writing.¹ students will do their best work (classroom rule 6) when illustrating their work.

Part A: Family Members

Question: We've been talking about our families and how they are special. Who are some of the names for the people who make up our families? Turn to your partner and name as many more family members as you can.

Relevancy and Prior Knowledge: Activation of schema and vocabulary development- family words.

Student Activities

Students share their partner's suggestions
Students write four family members

Part B: Family Homes

Question: We just made some neat new houses for our city. What are those kinds of buildings called? What kind of neighborhood are they in? What other kinds of houses do we have in our city? What other kinds of houses do we have in our city? Turn to your partner and share the other kinds of houses in our city. Now, think about your own home. Turn to your partner and share what kind of home you live in. Are there other kinds of homes?

Relevancy and Prior Knowledge: Reinforcement of new vocabulary (Tudor and Villa) and activation of schema.

Student Activities

Students share new vocabulary.
Students share names for kinds of homes.
Students write three kinds of homes.

Part C: Family Activities

Question: Your family probably does some neat things. In our city, we've talked about all the interesting places to go and things to see. What's something you like to do with your family? Turn to your partner and share something you do with your family? What are some things that happen outside? Talk to your partner. What are some places you might visit? Talk to your partner.

Relevancy and Prior Knowledge: Activation of schema and reinforcement of concepts covered in previous lessons.

Student Activities

Students share what they do with their families.
Students share locations of family activities.

Students write three activities.

Conclusion

Whose family is special? Who are some of the members of your family? What kind of house do you live in? What kinds of things do you do with your family?

Lesson Plan 5- Measuring The City

Overview

Learning Objectives Students will be able to synthesize various units of measurement and data collection using aspects of the city.

Reading, Writing and Communicating

1.2 Oral Expression and Listening

Verbal and nonverbal language is used to express and receive information

3. 2 Writing and Composition

Appropriate spelling, conventions, and grammar are applied when writing

**Colorado Model
Content Standards**

Mathematics

3.1 Data Analysis, Statistics, and Probability

Visual displays of information can be used to answer questions

4.2 Shape, Dimension, and Geometric Relationships

Measurement is used to compare and order objects and events

Science

1.1 Physical Science Solids and liquids have unique properties that distinguish them

Students will work at six centers to fill out a City Measurement packet

Formative Assessments:

Center 1: The length and width of the City space itself

Center 2: A graph of the the five tallest buildings.

Center 3: Pictures of six buildings arranged chronologically.

Center 4: Names of two dimensional shapes of four buildings.

Center 5: Names of three dimensional shapes of four buildings

Center 6: A list of six buildings contrasted using the words taller, shorter, wider, thinner, older, newer.

**Assessment-
Product and its
Documentation**

Teacher: Timer

Students: City Measurement Packet, pencil

Center 1: Yard sticks (Center will take place in the hall)

Center 2: Rulers, buildings

Materials

Center 3: Worksheet with pictures of 5 buildings, scissors, tape.

Center 4: Buildings and pattern blocks.

Center 5: Buildings and poster of 3-D objects (from Everyday Mathematics)

Center 6: Buildings.

Resources

Everyday Mathematics Poster for 3-D items

Student Grouping

Students will be in groups of four or five, arranged from their desk groups.

Expectation for groups: Students will use accountable talk when they work with their group-mates and be both respectful listeners and speakers, students will do their best work (classroom rule 6) when illustrating their work.

Differentiation

Special needs or specific learning/ background differences: RTI students will be integrated into groups with their math partners. Guidelines and scaffolding will be in place for these students to ask for help- not simply copy- from their group-mates.

Gifted: These students will have the option to record measurement in both

standard and metric units to bring familiarity to a concept that will be required next year.

Procedure

Question: As we've worked on the City in social studies, we've talked about how the City has math in it, too. What's one way we've done math when we've done City? Where else do we see math in the city?

Introduction

Relevancy and Prior Knowledge: The City has been used in the context of mathematics, but never directly. The students are familiar with the geometric aspects, but may not be familiar with others.

Directions and Expectations: Students will work with their group mates and remain at their assigned center for the duration of the time given, students will be respectful of the buildings and other City items, students will answer in complete sentences where indicated, students will use inside voices in the halls.

Student Activities

Center 1: Measuring the length and width of the City space itself

Center 2: Measuring and graphing the the five tallest buildings.

Center 3: Arranging the pictures of six buildings chronologically.

Center 4: Naming the two dimensional shapes of four buildings.

Center 5: Naming the three dimensional shapes of four buildings

Center 6: Comparing aspects of six buildings (taller, shorter, wider, thinner, older, newer).

Closing

Questions to Summarize Learning Objectives:

How big is the city? How wide? How long? Which building is the tallest?

What's the oldest building? What's one of the newest? Who can tell me a two

dimensional shape that's part of a building? What shape is the theater? What

shape is the glass building in front? Which building is thinner, the Ford

Building or the Transamerica building? Did you or do you use math in any

other way to work on the city?

Lesson Plan 6- Things Families Buy

Overview

Learning Objectives	Students will be able to identify needs and wants.
Colorado Model Content Standards	Social Studies 3.1 Economics People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income Reading, Writing, and Communicating 1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive information 3.2 Writing and Composition Appropriate spelling, conventions, and grammar are applied when writing
Assessment- Product and its Documentation	Formative Assessment: Page 65 of the student notebook- four drawings and four labels of things which the students buy with their families. Summative Assessments: Students will identify one of their items which is a need. The students have been working in the city on a mall, a grocery store, and other places of commerce.
Materials	Teacher: Teacher workbook, Lumins projector. Students: Student workbook page 65, pencils, crayons.
Resources	<i>Social Studies Alive Lesson Guide.</i>
Student Grouping and Expectations	This activity begins with a whole-group discussion of the city and and the what the people in it might buy. The students will be solicited for their ideas about what families buy. Names will be drawn from the sticks and examples will be taken. Students will then independently illustrate their work. Closing will be done in the same way as the beginning of the lesson. Expectations for Groups: Students will use accountable talk when participating in the discussions and be both respectful listeners and speakers, students will use their DLI rules and their quick word books to promote their best work in writing when labeling items, students will do their best work (classroom rule 6) when illustrating their work.
Differentiation	Special needs or specific learning/ background differences: RTI group will receive one-on-one assistance in labeling their items. These students will be encouraged to attempt labels while teacher works with other students. ELA: These students will receive the same intervention as the RTI group.
Procedure	Question: We've talked about things people do in our city, do you suppose that they have to buy things? What sort of things do you think they might get? What are some things that your family buys? Where do you get them? How often? Relevancy and Prior Knowledge: Students are familiar with goods that their families buy and where they come from. Parallels should be drawn between personal experience and the City. Students should also be familiar with the ideas of need and want and the difference between the two.

Gradual Release of Responsibility

I do

Modeling for students a picture: "I have a dog, so I buy dog food for her." Draw a picture of dog food and neatly label it.

We do

Questions to guide students toward concept attainment: "What are some things that we've said we buy?"

Students will be reminded to use their quick-word books before and if asking for new word (so the vocabulary can be added to their list).

Students will independently create illustrate and label four pictures. Students who are done should check for accuracy.

You do

(While students are finishing their work, I will complete my four pictures and label them- dog food from the previous activity, peanut butter, nail polish, and yarn)

Closing

Questions to Summarize Learning Objectives: (Using finished example) "I have dog-food, peanut butter, nail polish, and yarn. Some of these things are more important than others. Is there something up here that if I don't have, I might get sick? Which things do I need? Which of these things do you think I would like to have? Will I get sick or maybe even die with out nail polish? Is it something that I might want? What's the difference between a need and a want? What's something on your page that you need? (student names will be pulled from sticks)

Lesson Plan 7- Needs and Wants Train

Overview

Learning Objectives	Students will be able to differentiate between needs and wants.
	Social Studies 3.1 Economics People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income
Colorado Model Content Standards	Reading, Writing and Communicating 1.2 Oral Expression and Listening Verbal and nonverbal language is used to express and receive Information
Assessment- Product and its Documentation	Formative Assessment: Students participate in a discussion about needs and wants. Summative Assessments: Students independently identify and color three needs and three wants which they will affix to the worksheet.
Materials/Resources	Teacher: Lumins projector, paper, pen, worksheet. Students: Student workbook, worksheet, crayons, scissors, glue. <i>Social Studies Alive</i> workbook, teacher's guide
Student Grouping and Expectations	This activity begins with a whole-group discussion building from the previous lesson's work. Students will be encouraged to talk with a partner. Names will be drawn from the sticks and examples will be taken of needs and wants. Discussion will focus on the difference between the two. Students will then complete the worksheet activity independently. Expectations for Groups: Students will use accountable talk when talking with partners and when participating in the discussions, students will be both respectful listeners and speakers, students will do their best work (classroom rule 6) while completing their work.
Differentiation	ELA: The activity lends itself to students with second language needs since there are only illustrations. These students will be encouraged to participate in the discussion to check for understanding of the key vocabulary. Gifted: After checking for comprehension, these students will be permitted to start on city building activities if finished early.
Procedure	Question: In our last lesson, we started to talk about things people buy. What did your family buy? (student names will be drawn from sticks) What did your partner put on his/her page? Now, is that something that you would like to have, or is it something that you have to have? What do I call the things I have to have? What do I call the things that would be nice to have? Which of your things do you need to have? Relevancy and Prior Knowledge: Since the previous lesson introduced the ideas of need and want, the students should be familiar with the basic idea of each. (Basic needs: water, food, shelter, clothing- more developed ideas: oxygen, medicine).

Gradual Release of Responsibility

I do

Using a graphic organizer, make start lists of both needs and wants. In the needs column, write water. In the wants column, put candy.

From student suggestions, populate the list of needs and wants to facilitate the completion of the worksheet.

We do

Questions to guide students toward concept attainment: If I don't have water, what will happen? What about food? What will happen if I don't have candy?

Students independently identify three needs and three wants illustrated on their sheet. These will be colored, then cut, then glued to the train illustration on their worksheet.

You do

Emphasis will be on following directions: coloring neatly, then cutting, then gluing neatly.

Questions to Summarize Learning Objectives: On your train, where did you put the house? What other kinds of shelter can you think of? What kind of shelter do we have in the City? On your train, where is the candy? Why is this a want? Where do you think you could get candy in the City?

Closing

City tie-in: We have a general store in the old-town part of our City, do you suppose that it's big enough for all the people now that the City has grown? What do you think we should have so that people can buy food? What about clothes? Students will begin work on stores, the mall, and other businesses for the City.

Lesson Plan 8- Mapping the City

Overview

Learning Objectives Students will be able to construct a map of the City.

Social Studies

2.1 Geography Geographic tools such as maps and globes to represent places

Reading, Writing and Communicating

1.1&2 Oral Expression and Listening

Multiple strategies develop and expand oral vocabulary;

Verbal and nonverbal language is used to express and receive information

2.2 Reading for All Purposes

Colorado Model
Content Standards

Comprehending and fluently reading a variety of informational texts are the beginning traits of readers

4.1 Research and Reasoning

A variety of resources leads to locating information and answering questions of interest

Mathematics

3.1 Data Analysis, Statistics, and Probability

Visual displays of information can be used to answer questions

4.2 Shape, Dimension, and Geometric Relationships

Measurement is used to compare and order objects and events

Assessment-
Product and its
Documentation

Summative Assessment: Students will correctly identify 26 symbols and their corresponding City items.

Formative Assessment: Students will complete a City map- four shaded areas (parks, resort, airport, college) and at least 20 of 26 icons in correct locations.

Materials/Resources

Teacher: Lumins projector, map, symbols, crayons/colored pencils.

Students: City map, symbols, crayons/ colored pencils, scissors, pencils.

The City (the project itself), Previous versions of City maps.

This activity is a scaffolded, whole group exercise where each student will create an individual product. Discussion will be conducted with the group to activate schema and to provide Oral Language Development opportunities.

Student Grouping
and Expectations

Expectations:

- Students will use accountable talk and be both respectful listeners and speakers.
- Students will follow directions the first time (classroom rule 5) when cutting out icons.
- Students will do their best work (classroom rule 6) when completing their map.

Consequences will follow classroom procedures.

Differentiation

Special needs or specific learning/ background differences: RTI group will be pulled for small-group instruction and continued scaffolding for the independent part of the lesson. These students will only be required to shade one and to correctly place ten items.

Gifted: Students will be encouraged to synthesize past and present and to label, either with words or pictures, additional items.

Procedure

Questions: You have done such a good job with the city. And we've done so many things with the city. What are some of the things we've done for this project? What did we start with at the very, very beginning? What did we do next? What else? Have we only built things? What else have we done? Can you tell me the story of the city? Can you tell me how big the city is? Do you think you could make me a map?

(Introducing symbols) What are these pictures? Why don't I want to use something complex or fancy on a map? What if somebody from France visited our city? Do you think they would know what these symbols mean? What do these symbols mean? (All 26 symbols should be identified for the class) Now that we know, what does this one mean? Why do you think it looks like that?

Relevancy and Prior Knowledge: Students have just finished the physical City. The items have all been in their places for a reasonable amount of time that students should be familiar with their location.

Students should also be familiar or able to extrapolate the meanings of simple map symbols.

Gradual Release of Responsibility

I do

I will have already labeled an item that the students do not have.

We do

With scaffolding, students will shade these items: water- blue, parks- green, college- yellow, Disneyland- red.

Students will cut out 26 icons and glue them in the approximate locations.

You do

Questions to guide students to concept attainment: Do we have more than one hotel? So do you have more than one hotel symbol? Where do they go? There are three symbols that look similar, for places where people go to worship? Are they the same? Can you put them where they belong?

Questions to Summarize Learning Objectives:

(Using the Lumins projector and examples- names will be drawn from the sticks)

Closing

Where did you shade the college? Where is there water?

What is symbol? Where does it go? Which of these symbols is for the school? Why? Where did you put it? What could you find out from this map? Why might you need a map of our City?

Lesson Plan 9- Being a Good Neighbor

Learning Objectives Students will be able to relate rules and laws to their own experience and the City.

Social Studies

2.2 Geography

People in different groups and communities interact with each other and the environment

Reading, Writing, and Communicating

1.1&2 Oral Expression and Listening

Multiple strategies develop and expand oral vocabulary;

Verbal and nonverbal language is used to express and receive information

2.1&2 Reading for All Purposes

Comprehending and fluently reading a variety of informational texts are the beginning traits of readers; Comprehending and fluently reading a variety of literary texts are the beginning traits of readers;

3. 1&2 Writing and Composition

Exploring the writing process develops ideas for writing texts that carry meaning;

Appropriate spelling, conventions, and grammar are applied when Writing

Colorado Model
Content Standards

Assessment-
Product and its
Documentation

Formative Assessment: Accountable talk with partner.

Summative Assessment: Students choose rules for the city within the parameters of four aspects of the Busy Bee Pledge and Law (be obedient, be attentive, be respectful, be helpful).

Materials/Resources

Teacher: Lumins projector, lap-top, word program to type rules.

Students: Busy Bee Workbook (if necessary)

Busy Bee Student Workbook

Student Grouping
and Expectations

Student Grouping:

This is a whole group activity where the students will collaboratively create the rules and regulations for their city.

Expectation for groups: Following the Busy Bee pledge and law

Differentiation

Special needs or specific learning/ background differences: These students will be encouraged to refer to their Busy Bee Workbooks and the parts of the pledge (eg: be respectful, be attentive). All students will be encouraged to participate equally.

Gifted: These students will be tapped for relevant knowledge and vocabulary.

Procedure

Question: Here in the classroom, we have rules, what are our class rules? We have something else that we say every day, what is it? (The Busy Bee pledge and law). If we have rules in the classroom, what do we have in a city? What does respectful mean? Turn to your partner and talk about it. (Student name will be chosen from sticks) What did your partner say? (Procedure will be the same for both attentive and obedient).

Relevancy and Prior Knowledge: Students are familiar with class rules and the Busy Bee pledge which is said daily and around which all character

development lessons revolve. Vocabulary words should be familiar to all students.

Gradual Release of Responsibility

I do Three documents will be set up on the laptop- *Be Obedient, Be Attentive, and Be Respectful*. These will be projected for the students to see. I will add two laws to Be obedient: *follow the speed limit* and *kids must go to school*.

Students will offer ideas for laws in the areas of "Be Attentive" and "Be Respectful," I will edit and scribe in a word-program.

Questions to guide students to concept attainment:

Be obedient: Is there anything else that people should have to do?

Be attentive: What do we want for people to do when they are at a stop sign? What about if you're walking? What should you do? Talk to your partner.

We do (Student name will be drawn from sticks) What did your partner say you should do? Should that be a law?

Be respectful: What about our parks? Should people take care of the parks? How? (Student name will be drawn from sticks) What did your partner say? Should that be a law?

(Student discussion should provide for at least two laws in each category)

Questions to Summarize Learning Objectives: So, in the city, do people have to obey the speed limit? What about stop signs? So, do we have to be attentive? How are we respectful in our city?

Closing Do you think that people in the City will be good Busy bees if they follow these laws? What do you think some of the consequences would be if you broke one of these laws? Turn to your partner. (Student names will be drawn from sticks) What did your partner say?
Why do we have laws in our city? (To keep us safe)

Lesson Plan 10- The City Movie, speaking parts

Overview

Learning Objectives	Students will be able to demonstrate understanding of the City through oral language skills
Colorado Model Content Standards	Social Studies 1.1 History Describe patterns and chronological order of events of the recent past Reading, Writing, and Communicating 1.1&2 Oral Expression and Listening Multiple strategies develop and expand oral vocabulary; Verbal and nonverbal language is used to express and receive information 2.2 Reading for All Purposes Comprehending and fluently reading a variety of informational texts are the beginning traits of readers
Assessment- Product and its Documentation	Summative Assessments: Each student has at least one 15 second to 1 minute speaking role. Each sound-bite will be used during a corresponding section of the film.
Materials/Resources	Teacher: Computer with digital recording program, microphone Students: Script sections Audacity recording soft-wear
Student Grouping and Expectations	Each student will work one-on-one with the teacher to record their portion of the soundtrack. Introduction and closing will be done as whole-group activities.
Differentiation	Special needs or specific learning/ background differences: These students will receive developmentally appropriate lines (5-6 words). They will receive scaffolding before recording, such as multiple practices and shared readings. Gifted: These students will receive longer speaking parts with relevant vocabulary. These students may speak more than once.

Procedure

Parts of this lesson will be conducted at different times. The final closing will be executed after all students have been recorded and the major editing of the film is done.

Question: We've started to make the movie of our City. I've taken the pictures and the video parts and put them together. Who gets to tell the story? Do you think that, as a class, we can tell the story of the City? Do you suppose that you'll have to practice your lines? What are some ways that good speakers talk? Do you want to sound like a robot? Do you want to talk really fast?

Relevancy and Prior Knowledge: Students have been aware of the movie aspect of the City project and have been told that they will supply the narration for the film. Students are also made aware of the expectations of their oral performance.

Gradual release of responsibility

I do

The script will be written according to the video which will have been shot before this lesson begins. Most of the editing for the movie will have been done so the soundtrack can be added using digital movie-making software.

We do

With each student, I will provide the script and ample time to practice the lines. For RTI students, there will be one-on-one practice. Each student will have a first-try so they can hear how they sound and do some self-assessment.

You do

Student reads for final recording using their best speaking voices.
Students will watch and listen to the movie's final cut.

Closing

Questions to Summarize Learning Objectives: Did we do a good job telling the story of the City? Did we follow the history? Was there a time when the pictures and the person were talking about different things? So does our story make sense? Could we hear everybody's voice? Did everybody get to have a part? Are you ready to show this to the your families?