**William Paterson University**

**College of Education**

**Day 1:**

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| **LESSON PLANNING TEMPLATE**  **Name: Liz Brown School: School # 11 Grade: 2**  **Topic**: **NJ Geography Essential Question**: How are New Jersey’s cities and rural areas similar and different?  **Students’ Prior Knowledge:** Prior to this lesson students investigated physical maps & legends. | | | | |
| **Concept (to be developed and explored by students): Urban & Rural** | | | | |
| Standard/s):  6.1.4.B.10- Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.  6.1.4.B.6- Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. | | Learning objective(s) SWBAT:  -Identify N.J. cities & area  - Distinguish between rural, and urban areas using key terms | Assessment(s):  Formative Assessment during Read Aloud & Google Earth Presentation  Formative Assessment during Read Aloud & Practice Activity | |
| Planning:   * Materials (e.g. Props/ Manipulatives): Virgina Lee Burton’s The Little House * Technology / Visuals: Google Earth, a selection postcards from NJ locations, & Anchor Charts: 1) T-chart Characteristics of Rural and Urban and 2) Illustration of how to include details about a location in a postcard. * Groupings: Students are partnered in mixed ability groups * Family Engagement: At home activity: family member interview about a place in N.J. | | | | |
| **Teaching and Learning** | | | | |
|  | **Teacher**  *What questions will you ask? What will you do, say, and write? What tools will you use?* | | | **Students**  *What answers/ thinking do you predict? What tools will students use? Where will the students sit?* |
| Evaluate  (5-7 mins) | Teacher proctors a short pre-assessment   * What area do you live in? * Define a city * Name three areas in New Jersey * Where would you like to live in a city or a rural area? | | | Students independently take a 5-10 minute quiz  \*Peter – (alternate form of participation) will dictate answers into recorder app on iPad in his recording area in the back of the classroom.  \*Kenny – (modified expectations) IEP Goal – independently write his full address |
| Engage (5 mins) | Show the students images of cities and rural areas. Ask students to organize the pictures by similar characteristics. Next ask the students questions and write the responses on the board in an unlabeled T-Chart   * What does this group of places have in common? * How are these two groups different? | | | -Work in groups of 4 and sort images of different areas into two piles  -Volunteer to share responses and organize the pictures on the smart board  -Turn and talk to discuss questions in pairs  \* Kenny – turn and talk with teacher, identify and sort four teacher selected familiar photos |
| Explain (20 mins) | Say: there are rural places, like the countryside where houses are spread out and there are urban places, like cities where people live close to one another. Often people live in apartments or attached houses in cities.  Ask: how does transportation look different in these two areas?  Label the T-Chart “Urban/City & Rural/Countryside”  Next, read “The Little House” by Virgina Lee Burton  Ask:   * How does the Little House’s neighborhood change? * Describe the Little House’s neighborhood when she lives in a rural area? * Describe the Little House’s neighborhood when she lives in a city? | | | Draw a T-chart in notebook  Write “Urban/City & Rural/Countryside” as the title  \* Peter/Kenny – used prepared T-chart  Write names of places under each category during the story  \*Peter – extra time for writing as needed and/or dictate answer to peer  \*Kenny – use preprinted labels with words and pictures to stick into correct part of chart  Turn & talk and discuss responses  \* Kenny – turn and talk with teacher, |
| Explore (8 mins) | Facilitate an activity where the students will be asked to categorize images of New Jersey areas as urban or rural.  Assess students’ learning by observing where they put their images and asking questions | | | Working in groups of 3-4, students will categorize images of 6 New Jersey areas.  Discuss and debate reasons for how they are organizing the images |
| Evaluate (5 mins) | Pass out blank index cards  Model how to write RURAL/COUNTRYSIDE on one side and URBAN/CITY on the other  Hold up the image & Read the names of six areas: Atlantic City, Pinelands, Haddonfield, Trenton, Hoboken, & Sandy Hook | | | Write RURAL/COUNTRYSIDE on one side and URBAN/CITY on the other  Students will indicate whether the area is rural or urban by putting an index card in the air with either the RURAL/COUNTRYSIDE or URBAN/CITY side facing the teacher  \* Peter – use teacher’s sample card to participate in activity  \* Kenny – will hold up the image for the class and put the image on the correct side of the classroom chart. |
| Differentiated Instruction:  For ELLs, I will translate the words rural and urban  Students with IEPs,  Peter – specific learning disability impacts the speed of written work, uses alternate form of participation with written work during class lessons  Kenny – moderate cognitive impairment – modified expectations. IEP goal - writing full address, level of independence data to be recorded. | | | | |

Day 2:

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| **LESSON PLANNING TEMPLATE**  **Name: Liz Brown School: School # 11 Grade: 2**  **Topic**: **NJ Geography Essential Question**: Why are NJ areas so different? | | | | |
| **Concept (to be developed and explored by students): Difference** | | | | |
| Standard/s):  6.1.4.B.6- Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.  [CCSS.ELA-Literacy.RI.2.5](http://www.corestandards.org/ELA-Literacy/RI/2/5/) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | Learning objective(s):  Students will be able to distinguish between rural, and urban areas  Students will be able to recall important information from various resources | | Assessment(s):  Graphic Organizer  Graphic Organizer |
| Resources/Materials:   * Area information cards and images * *Book “G is for Garden State: A New Jersey Alphabet*by: Eileen Cameron, | | | | |
| Please select the processes from the below list and apply them to the left column entitled: Lesson Plan Processes  Motivate, Teach, Practice, Discussion, Centers, Read Aloud, Guided Practice, Create, Share, Engage, Explore, Explain, or Elaborate | | | | |
| **Teaching and Learning** | | | | |
| **Process Steps:** | **Teacher**  *What questions will you ask? What will you do, say, and write? What tools will you use?* | | **Students**  *What answers/ thinking do you predict? What tools will students use? Where will the students sit?* | |
| Engage (10 mins) | Using Google Earth, ask the students if they can find New Jersey on a U.S. map. Then, ask students to show me where: Jersey City, Atlantic City, Point Pleasant, Passaic City, and Trenton are on a zoomed in image of New Jersey. There will be five stars on the map of N.J. Each star will be a different color. | | -Turn and talk and discuss explanations and reasons for their guesses  -Students will sit on the rug and volunteer by raising their hands. Once chosen, students will come to the Smartboard and point to the star and explain his or her answer.  \*Kenny – sit on the rug next to teacher, turn and talk with teacher or participate in triad with teacher-selected pair of peers. | |
| Explain (10 mins) | Model using the graphic organizer with my NJ location, Wayne, NJ, show students the location of Wayne N.J. on the map.  Next using the smart board model how to use artifacts to fill in a graphic organizer. | | Watch while they sit at the rug.  Raise hands if they have any questions. | |
| Explore (30 mins) | Facilitate by walking around the room  Artifacts include:   1. A photocopied page from the book *G is for Garden State* 2. 2-3 Color images of the area 3. A table with facts about the area 4. One page description of a recreation or government location in the area. | | Assigned to a station with artifacts in an envelope.  Analyze artifacts and fill in an individual graphic organizer about key elements of the assigned area.  Artific  \* Peter – extra time for written work as needed, or dictate answers into recorder app on iPad; a portable word wall for difficult words and a grapic organizer  \*Kenny – individualized envelope with modified artifacts at lower reading level. Modified graphic organizer | |
| Differentiated Instruction:  For ELLs, I will translate the artifacts in Spanish and one artifact will have an audio component. | | | | |

Day 3:

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| **LESSON PLANNING TEMPLATE**  **Name: Liz Brown School: School # 11 Grade: 2**  **Topic**: **NJ Geography Essential Question**: Why are NJ areas so different? | | | |
| **Concept (to be developed and explored by students): Difference** | | | |
| Standard/s):  [CCSS.ELA-Literacy.W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  6.1.4.B.6- Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. | | Learning objective(s):  Students will be able to write a short letter on a postcard including three facts about their assigned NJ area  Students will be able to draw a picture of their assigned NJ area | Assessment(s):  Area Post Cards |
| Resources/Materials:   * Resources: Post Card Paper * Post Card Model | | | |
| Please select the processes from the below list and apply them to the left column entitled: Lesson Plan Processes  Motivate, Teach, Practice, Discussion, Centers, Read Aloud, Guided Practice, Create, Share, Engage, Explore, Explain, or Elaborate | | | |
| **Teaching and Learning** | | | |
|  | **Teacher**  *What questions will you ask? What will you do, say, and write? What tools will you use?* | | **Students**  *What answers/ thinking do you predict? What tools will students use? Where will the students sit?* |
| Engage (10 mins) | Present six facts on the Smartboard:   * My area is a City * My area is in the Countryside * Many people visit my area on vacation * My area is the State Capital * My area is in Northern N.J. * My area is in Southern N.J.   Ask students to identify which facts match their assigned area. | | Discuss the six facts in small groups and write down the ones that apply to the assigned area  \* Peter – extra time for written work as needed, sentence starters, or dictate answers to peer  \* Kenny – sort photos into like categories - city vs countryside |
| Explore (10 mins) | Say “What are three adjectives you would use to describe your assigned area, if you were to create a bumper sticker. For Wayne, I could describe it as: green, happy, busy…  Ask students to share examples of adjectives.  Next circle three words and say:  “Hilly, green, and clean: Wayne, NJ”.  Say: Please talk with your group members and choose three adjectives to describe your assigned area. | | -Watch the teacher model the activity  -Write a list of adjective that describe the assigned area.  -Circle the three most unique and interesting adjectives.  -Write the bumper sticker title on a sentence strip.  \* Peter – extra time for written work as needed, or dictate answers to peer  \* Kenny – using sorted photos choose two adjectives from preprinted label to describe city or countryside. |
| Explain (7 mins) | Use a “big” postcard model paper to show how the graphic organizer can be used as a tool to write the postcard message.  Think Aloud and highlight three interesting facts that I think are worthy of writing on a poster card. During the think aloud explain “my family would find this interesting” or “I think this is true for a lot of areas, so I will not share it on my postcard”  Next model how to include adjectives in the letter | | Students will sit at the rug and watch me model how to write a postcard.  \*Kenny – sit on the rug next to teacher, |
| Extend/Evaluate (20 mins) | Walk around the room and help students who are struggling | | The students will receive a post card and write to a relative or friend as if they were in the New Jersey location. They will first write 3-4 sentences about what they see in their location, the facts about their location, and adjectives to describe their location, etc.  The students will then draw a picture of what they think their location looks like.  \*Peter – use photograph in place of drawing requirement, extra time for written work as needed,  \*Kenny – will use a photo of his home and identify if his house is in the city or countryside and write the sentence “My house is in the…..” |
| Extend / Share (5 mins) | I will choose four students to share their postcards with the class | | The students will have an opportunity to share their post cards and teach the class about their part of New Jersey. |
| Evaluate (5 mins) | Quiz Questions:   * What area do you live in? * Define a city * Name three areas in New Jersey * Where would you like to live in a city or the country | | While at their seats, students will take a 5-10 minute quiz independently.  \*Peter –will dictate answers into recorder app on iPad in his recording area in the back of the classroom.  \*Kenny – assess IEP Goal – independently write his full address under a photo of his house, verbally describe facts about cities and countryside to teacher. |
| Differentiated Instruction:  For ELLs, I will provide a translated word wall in Spanish and English | | | |