

KMAC: Detailed Single Lesson

Keyword : landmark challenge

Event Date/Time : Dec 01, 2008 8:00 AM - 9:00 AM

Teacher : Mcdonald, Linda

Lesson Type : Full

Created By : Mcdonald, Linda

Content Area : 2nd grade social studies

Grade Course : 2

S	G	O	SP	Objective
1	3	2	-	Identify and explain the significance of various national landmarks including our nation's capital and the Statue of Liberty R Drive <i>Notes: National Landmarks PowerPoint</i> Texas Law-Related Education Website <i>Notes: Lesson on the Statue of Liberty - Symbol of freedom</i> MacMillan McGraw Hill We Live Together <i>Page(s): 260-265</i>
8	1	4	-	PROBLEM-SOLVING: Use problem-solving and decision-making skills when working independently and with others
8	2	10	-	ORGANIZE AND USE INFORMATION: locate information from different sources; sequence information; categorize information; identify main idea; compare and contrast information America the Beautiful Part of Grolier online <i>hYfbYh2 Uj cfJhYg29Ya "FYgci FVg29Ya @jV" <ca Y</i> <i>&"GYVM: fcJYgCbJbY</i> <i>' "GYVM5a YfjVhY'6YU hZi`</i> <i>("WjW'i GHCD=7GHUN</i> <i>)"@c_ UhB5HI F5@K CB89FGcf D@579G/ 9J9BHG</i>
8	3	3	-	COMMUNICATION: express ideas orally and through written and visual materials
3	2	1	-	Use communication tools to participate in group activities such as distance learning and email projects with appropriate supervision.
3	2	2	-	Use interactive technology environments such as online resources, virtual field trips, or interactive lessons to build a knowledge base.
2	5	3	-	Retell or act out the order of important events in stories using appropriate volume, phrasing and intonation for different situations (K-3)
1	1	10	-	The student will listen responsively to texts read aloud including to interpret, evaluate or connect ideas and themes across texts School Library <i>library books on a variety of national landmarks</i>
2	5	9	-	Represent text information in different ways, including story maps, graphs, and charts (2-3) Landmark Challenge Content Frame

Structures

Jigsaw

This is a cooperative learning strategy. Students work in learning teams made up of experts who are responsible for researching subtopics of a larger topic. Experts from each learning team meet to discuss their findings, then return home to their original team to teach their research findings to the group.

Small Group

Teachers create groups for targeted learning.

Computer Lab

Teaching and learning that occurs in the computer lab

Strategies

Content Frames

Content frames are visual representations of information. Frames work well with material that has main topics and similar subtopics where showing the inter-relationship of ideas is important.

Collecting and Organizing Information

Independent Research

Process through which student and teacher identify problems or topics of interest to the student. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop.

*7c`YVWjbl UbX`Cf[Ub]nbl`-bZcfa Uhjcb
:cWgYX`DFUWjVW*

Read Talk Write

READ, then close the book. TALK to a partner about what you read. WRITE what you learned.

*7c`YVWjbl UbX`Cf[Ub]nbl`-bZcfa Uhjcb
7cbj YfgUjcbgcZ@YUfb]b[
FYZ`YVWjcb*

Activity

DF`CF`HC`J`-89C`7CB: 9F9B79

%`I`gY`UggcfhYX`fYZfYbW`a`UhYf]U`g`hc`k`f]hY`*`W`Yg`Zcf`Ugg][`bYX`UbXa`Uf`_`"

&`"Di`h`W`Yg`]bhc`Vt`bhY`bh`ZfUa`Y`"f`a`cgh`VYbY`Z]VWU`hc`gri`XYbhg`]Z`h`Y`Zcfa`Uh`]g`]bXYdYbXYbh`fYg`UfVW`cf`ga`U`" [fci`d`k`cf`_`t`

8I`F`B;`J`-89C`7CB: 9F9B79

9UW`gri`XYbh#[`fci`d`g`ci`X`U`j`Y`Vt`bhY`bh`ZfUa`Y`"

6f]b[`UbmfYZfYbW`a`UhYf]U`g`"

<Uj`Y`gri`XYbhg`X]j`]XYX`]bhc`[`fdg`cZ`!`)"`

DUfh`_`%`!`g`UfY`W`Yg`_`%`!`"Gri`XYbhg`fYVt`fX`]b`Vt`bhY`bh`ZfUa`Y`"fDi`h`Vt`dmcb`XcW`a`Ybh`Wla`YfU`Zcf`a`cXY`]b[`t`

H<`B?`HA`9!`k`cf`_]b`ga`U`" [fci`dg`hc`]bZf`U`[`i`Ygg`k`f]hY`mYg`#bc`ei`Yg`"

DUfh`_`&`!`G`UfY`CB9`mYg`#bc`ei`Yg`]cb`dYf`Wla`di`g!`Gri`XYbhg`fYVt`fX`]b`7cbhY`bh: fUa`Y`"

DUfh`_`!`G`UfY`W`Yg`_`(!`*`Gri`XYbhg`fYVt`fX`]b`Vt`bhY`bh`ZfUa`Y`"

H<`B?`HA`9!`k`cf`_]b`ga`U`" [fci`dg`hc`fY`Z]bY`[`i`Ygg`k`f]hY`mYg`#bc`ei`Yg`"

DUfh`_`(!`G`UfY`CB9`mYg`#bc`ei`Yg`]cb`dYf`Wla`di`g!`Gri`XYbhg`fYVt`fX`]b`7cbhY`bh: fUa`Y`"

H<`B?`HA`9!`Vf]YZ!`Z]bU`nY`[`i`Ygg`"

7CB7@`!`g`UfY`[`i`YggYg`/`Ubjk`Yfg`"

Assessments

Teacher Observation

use rubric if desired

Objective Groups

1 1 10 Oral Lang/Comprehension: Vocabulary and Essential Questions

None

2 5 3 Oral Language/Theater: Vocabulary and Essential Questions

None

2 5 9 Research: Vocabulary and Essential Questions

None

8 1 4; 8 2 10; 8 3 3 Social Studies Skills: Vocabulary and Essential Questions

What skills and strategies help me best learn social studies concepts?

KMAC: Detailed Single Lesson

1.3.2 US Symbols: Vocabulary and Essential Questions
[landmarks]