

Social Interactive Model

Data

Lesson to be implemented in Mrs. Hessberger's, 2nd grade classroom by me!

Time allotted for lesson is 60 minutes.

Curriculum area: Social Studies

Topic: All About New York!

Standards

Standard SS1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea SS1.3:

Study about how the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicator SS1.E.3B

- **Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious.**

Standard SS3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live in—local, national, and global—including the distribution of people, places, and environments and society, and the use of geography.

Key Idea SS3.1:

Geography can be divided into six essential elements which can be used to analyze important historic geographic, economic, and environmental, questions and issues. These six elements include: the world, in spatial terms, places, and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Performance Indicator SS3.E.1C

- **Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principle parallels and meridians.**

Goals

Content

The student will be able to identify characteristics of New York State

Social

The student will value good teamwork skills.

Objectives

Given a question handout and the directions, “individually complete and then discuss questions”, the students will write down the answer to their question and then discuss their ideas with their group members until all ideas have been listened to.

Given the necessary materials in groups of six and the directions, “create a collage based on your groups assigned questions”, the students will design a collage of New York State using all the characteristics discussed in the question handout completing the collage within a forty minute period.

Given a group and the directions, “respect other’s”, the student will listen and encourage his/her group members while staying on task for the duration of the project.

Given a group and the directions, “use time wisely”, the student will discuss only the project with his team members for the duration of the project.

Materials

Three different colored folders

○ Inside each folder

- is a copy of the worksheet question handout colored coded to match the folder
- the anticipatory set group poem to remind students of how a group should work together
- resources to look through in case the student’s do not know an answers to the questions
- resources for All About New York
 - [state bird](#)
 - [state flag](#)
 - [state tree](#)
 - [state flower](#)
- resources for Natural New York
 - [rivers](#)
 - [mountain ranges](#)
 - [ocean](#)
 - [parks](#)
 - [natural resources](#)
- resources for Oh! The Places We Go
 - [monument](#)
 - [statue](#)
 - [amusement park](#)
 - [museum](#)
 - **Zoo**

- **Paper to write down individual ideas based on the individual questions**
- **Pencils**
- **Markers**
- **Crayons**
- **Scissors**
- **Glue**
- **3 pieces of poster board**
- **Magazines**

Lesson Overview

For this lesson I choose to blend jigsaw and round robin brainstorming to maximize student's cooperative learning potential. The SIM will be effective for teaching this lesson because they can learn from one another and share their knowledge of New York. Students have different experiences within their state and their knowledge is unique and should be shared. Prior to this lesson I will have already lectured (direct instruction) them on New York State. I read to them as they followed along in their social studies chapter book.

Anticipatory Set

Groups

Give encouragement

Respect others

On task (stay)

Use quiet voices

Participate actively

Stay in our Group

This poster will be printed on bright yellow card stock and orally read to them before the lesson begins. I will have also enclosed a copy of the poster within their folders. In case noise levels get to loud or someone is not respecting their fellow group members I will ask everyone to stop what they are doing and pull out their poster. The person that is “breaking the rule” I will then ask them to read me the poster. Making sure this keeps them on task.

Objective and purpose told to the students:

This lesson focuses on different characteristics of the student’s home state of New York. I will tell the student’s that we are all unique citizens of the United States but that we all share something in common. We all live in the great state of New York and we should all appreciate and understand what our great state has to offer.

Body of the lesson

To activate the student’s knowledge on New York I read will read the book, “City Walks with Kids: New York: 50 Adventures on Foot”. For Mrs. Hessberger’s class size of eighteen I decided to group the students by six. The flexible groups were assembled taking ability into consideration. I wanted the ability levels to be varied because I wanted students to help each other throughout the project. A team leader was assigned as well to encourage the groups understanding of the task. The group leader received a colored folder with one corresponding color question handout. The group leader told his/her group their question sheet title and read off each question and that they were responsible for creating a representation of. Three groups were selected to provide each group with a different set of questions on a category of New York. The group leader was asked to count clockwise around their circle table starting with him/her as the one. The group leader read off each student’s question. For example student number 2 was asked to think about question number two and then write down for discussion. Each group member received a question they were given 10 minutes to discuss their ideas. The handouts were designed as follows.

All About the Natural New York

Group 1

Questions

- (1) What major rivers run through New York?**
- (2) What mountain ranges sit on New York soil?**
- (3) What ocean touches the New York border?**
- (4) Name any natural resource from New York?**
- (5) Name a famous state park in New York?**
- (6) What is one great thing about living in your state?**

Characteristics of New York

Group 2

Questions

- (1) What is the state flower of New York?**

- (2) What is the state tree of New York?**

- (3) What is the state bird of New York?**

- (4) What does the state flag look like?**

- (5) Which states touch the New York border?**

- (6) What is one great thing about living in your state?**

Oh! The places to go in New York?

Group 3

Questions

- (1) Name a monument to visit in New York?**
- (2) Name a statue to visit in New York?**
- (3) Name a popular amusement park in New York?**
- (4) Name a popular museum in New York?**
- (5) Name a popular zoo in New York?**
- (6) What is one great thing about living in your state?**

I will discuss with them that no matter which questions your group was asked to work on they are all connected through their home state of New York. The first five questions are different for each of the three groups. The last question is the same for each group in hopes that they will be able to have a productive discussion with the class when the groups present. I will tell them that for the next twenty-five minutes they will be designing their collage based on the questions asked in their group hand out. I will advise them to do an excellent job because after they design their collages they will have to share their creations and ideas to the rest of the class. The students used markers, crayons, and magazine clippings to dress up their poster board.

Monitoring Cooperative Learning Process

I was able to monitor the groups because I placed them at circle table's distances a part to ensure quality productivity. The students had face-to-face interaction. I walked around and made sure that each group member answered and discussed their assigned question with their group members encouraging group processing. The anticipatory set provided the students with basic guidelines to follow while they were involved in group work. I made sure that the "noise" of the room was because ideas were being shared. I was there to assist the students if they had any questions regarding pictures in magazines or if they simply needed to borrow another color from a group. I did not want children walking around from group to group. I was there to answer and assist there needs.

Assessment

After the twenty-five minutes were up the students went to the library section of the classroom and all three groups individually presented their posters to the class. This part of the lesson is very important because it gave me a chance to assess the groups understanding of their assigned questions through their spoken language and through their collages. The group leader was in charge of sharing which question worksheet they were assigned and they then shared their ideas from question one and from then on the other groups members individually shared their ideas and contributions to their group (following the number order of questions).

Closure

Once all groups presented their posters to the class they were asked to think about one thing they learned from another group regarding the content of the lesson. They were also asked to think about one thing they learned from their own group regarding working together. Next we went around the room and each student verbally said their answers to the closure questions.

Critique Questions

Was the anticipatory set effective?

Did I set up the groups properly according to abilities?

Did I provide enough instruction and direction?

Did I provide enough materials within the folders?

Did the circular position of the desks enable productivity?

Did content of the lesson work hand in hand with the SIM?

Did I provide the student's with enough prior knowledge to enable this activity? Did they know enough about the content to produce accurate pictures?

Did I support student cooperation?

Was the environment I provided helpful in contributing to cooperative learning?

Did assigning individual questions support independent work and thoughts?

Did providing only one worksheet question handout induce cooperative learning?

Did I provide enough materials?

Did I allot enough/too much time for thinking and discussion, creation of poster, and presentations, the sharing of the collages?

Was I able to assess the student's work while the presentations were going on?