

Social Studies: City, State, Country

Grade: 2 nd grade		Subject: Social Studies	
Materials: coloring tools, paper		Technology Needed: smart board	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.6.1 State the city, state, and country in which they live.		Differentiation Below Proficiency: Allow them to pick 1 of the 3 places to draw something that represents it. Above Proficiency: Have these students draw their pictures but also write 1-2 facts we discussed about each place. Approaching/Emerging Proficiency: Focus on writing city, state and country in the correct order. Modalities/Learning Preferences: Verbal, logical	
Objective(s) By the end of the lesson, the student will be able to state the city, state and country in which they live. Bloom's Taxonomy Cognitive Level: Remember			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will be in whole group, at the carpet with no materials.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Whole group: crisscross on carpet space. -Independent work expectations that are hanging up in room.	
Minutes	Procedures		
	Set-up/Prep: Colored pencils, markers and pencils are already on the tables. Get video set up on smart board.		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) https://www.youtube.com/watch?v=EfGTYCwiSM Or show in PPT -Ask students if they know which state we leave in. -Show them a picture of a map and ask if they know any of the boarding states. https://www.google.com/search?biw=1163&bih=559&tbm=isch&sa=1&q=map+of+the+us&oq=map+of+the+us&gs_l=psy-ab.3..0l4.522705.525678.0.525969.22.14.0.0.0.304.2155.0j4j5j1.11.0...0...1.1.64.psy-ab..11.10.2150.0..0i67k1.137.19DxWAJFKKQ#imgrc=ra4-vCwMJ3mZM: -Explain that we say the city first then the state then the country.		
15 minutes	Explain: (concepts, procedures, vocabulary, etc.)		

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	<ul style="list-style-type: none">-Lead a discussion/provide information about city, state and country. Ask students questions about each one and mainly have them think deeper about Bismarck, ND and why it is significant to them.-Start with the U.S, asking questions about things they know and then things they don't know.<ul style="list-style-type: none">-From the video, how many colonies made up the U.S?-How many states make up the U.S. now?-What does the U.S flag look like?- Does anyone know what our national anthem is?-Move to ND<ul style="list-style-type: none">-Where is North Dakota on a map?-The state bird is called a western meadowlark.-State beverage is milk.-Wild Prairie Rose is state flower.-City: Bismarck<ul style="list-style-type: none">-What is significant about Bismarck regarding ND?<ul style="list-style-type: none">-State Capitol-Missouri River-Why is Bismarck significant to you?<ul style="list-style-type: none">-It is home, it is where my family and friends are, where I go to school
15 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">-The students will find a place to work on their own at a level 1 or 2.-Students will draw three pictures. This can be on the same paper or 3 separate ones.<ul style="list-style-type: none">-I want them to draw something that makes them think of our city, our state, and our country.-It can be something we discussed or something that makes them think of these 3 places.-On their picture, have them write "Bismarck, North Dakota, United States of America so they know the order.
5 minutes	<p>Review (wrap up and transition to next activity):</p>

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-For the last 5 minutes or so, after they clean up and join back on the carpet, have them turn and talk to a partner and describe what they drew and why.

-One last time to make sure everyone understands, we will all say we live in "Bismarck, North Dakota in the United States of America".

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.

By looking at their pictures, it will tell me their understanding of each place.

Summative Assessment (linked back to objectives)

End of lesson: Students will write out the order of how we say the city, state and country.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):