

<b>Grade: 2</b>	<b>Subject: Social Studies</b>
<b>Materials: Graphic organizer sheet, pencil, scissors, glue</b>	<b>Technology Needed: Activeboard</b>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>ø Direct instruction</li> <li>ø Guided practice</li> <li>ø Socratic Seminar</li> <li>ø Learning Centers</li> <li>ø Lecture</li> <li>ø Technology integration</li> <li>ø Other (list)</li> </ul> <ul style="list-style-type: none"> <li>ø Peer teaching/collaboration/cooperative learning</li> <li>ø Visuals/Graphic organizers</li> <li>ø PBL</li> <li>ø Discussion/Debate</li> <li>ø Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>ø Large group activity</li> <li>ø Independent activity</li> <li>ø Pairing/collaboration</li> <li>ø Simulations/Scenarios</li> <li>ø Other (list)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>ø Hands-on Technology integration</li> <li>ø Imitation/Repeat/Mimic</li> </ul>
<b>Standard(s)</b> <b>SST-02.4.04</b> <b>Identify events on a simple timeline.</b>	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>· Identify students struggling to understand sequence and practice more common explanations of sequence from the world we live in. (4 seasons, months of the year, etc.)</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>· Ask the students to research other events from the Olympics they could add to their timeline through writing.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>· These students should be asked to identify other common forms and explanations of sequence we could potentially use for other timelines. (history, seasons, family birthdates, etc.)</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>· <b>Visual:</b> Visual learners will succeed with the help of a timeline graphic organizer and guided practice on the activeboard.</li> <li>· <b>Auditory:</b> Auditory learners will enjoy the videos explaining the 2018 Olympic games in Korea.</li> </ul>

<p><b>Objective(s)</b> The learner will use prior knowledge about sequence and order to outline the schedule for the 2018 Winter Olympics on a simple timeline.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Understanding</p>	<ul style="list-style-type: none"> <li>· <b>Kinesthetic:</b> While describing their favorite sports and the sports included on the Olympic games timeline, students will act out the sport. (shoot a puck for hockey, pretend to snowboard, etc.)</li> <li>· <b>Tactile :</b> Tactile learners will experience cutting out the shapes and figures representing the sports in the Olympic games. They will also glue the sports in the proper place on the timeline.</li> </ul>
<p><b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)</p> <ol style="list-style-type: none"> <li>1. Students will be seated in tables or pods for discussion.</li> <li>2. Students will get up and move to act out their favorite winter Olympic events before returning to their desks.</li> <li>3. Students are allowed to get out of their seat and move from their desk to get a good angle of the timeline.</li> <li>4. The learners will transition to clean up and turn in after the lesson is finished.</li> </ol>	<p><b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ol style="list-style-type: none"> <li>1. Students are asked to have their voice levels low while the teacher is talking and explaining.</li> <li>2. Students are asked to be in their desk or standing very close to their desk unless otherwise allowed to do so.</li> <li>3. Students are expected to participate in discussions with their peers and teachers.</li> <li>4. Students are asked to respect the personal space of others and keep their own space clean before and after the lesson.</li> </ol>
<p><b>Minutes</b></p>	<p><b>Procedures</b></p>
<p><b>2</b></p>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>· Have students seated</li> <li>· Have resources ready and available</li> <li>· Pass out timeline graphic organizer</li> </ul>

<p>10</p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>· <b>Who knows what important world event begins today? (winter Olympics)</b></li> <li>· <b>Where are the Winter Olympics being held this year? (South Korea, show where it is located along with some important stats and figures)</b></li> <li>· <b>What do the Olympic games start with? (opening ceremony)</b></li> <li>· <b>What are some of your favorite sports? (take answers and act one or two of them out)</b></li> <li>· <b>Show the winter Olympic games hype videos</b></li> </ul>
<p>10</p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p><b>Sequence</b>  <b>Timeline</b>  <b>Schedule</b>  <b>Events</b>  <b>Order</b>  <b>Organize</b></p> <ul style="list-style-type: none"> <li>· <b>Who can tell me what sequence is? (take 2-3 answers)</b></li> <li>· <b>Who has heard of a timeline? What are they used for? (organize important dates and times)</b></li> <li>· <b>Guided practice: Make some simple timelines of your own on the activeboard. (4 seasons, important holidays, class birthdays)</b></li> <li>· <b>Timelines are a lot like something we use in math... (number lines, order)</b> <ul style="list-style-type: none"> <li>● <b>Write your name at the top of your paper</b></li> <li>● <b>Take out your scissors</b></li> <li>● <b>Take out your markers or crayons</b></li> <li>● <b>Take out gluestick</b></li> <li>● <b>Cut below page off below the dashed line</b></li> <li>● <b>Color in each of the sports</b></li> <li>● <b>Cut out each of the sports</b></li> <li>● <b>Glue the sports in order onto your timeline</b></li> </ul> </li> </ul>

<p>15</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"><li>· Today we are going to make a timeline of when the most popular events start in the Olympic games.</li><li>· Your job is to cut out the event symbols and place them in order onto your timeline using the schedule I provided you on the back of your sheet. Your timeline starts with the first day of the Olympics and it ends with the last day. All the events should fall in between.</li><li>· Cut out the events and glue them onto your sheet in the correct order before you hand the worksheet in.</li><li>· If you finish early please add some color to your timeline to make it look nice!</li></ul>
<p>2</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"><li>· What did you learn today about timelines or the Olympics?</li><li>· What sports are you now looking forward to the most?</li><li>· What are some other ideas we could use for practicing timelines?</li></ul>

**Formative Assessment: (linked to objectives, during learning)**

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
- **Probing/clarifying questions**
- **Worksheet students are expected to complete.**
- **Fist to five**
- **Turn and talk**
- **Thumbs up thumbs down**
- **Active participation**

**Summative Assessment (linked back to objectives, END of learning)**

- **Sequence/Timeline quiz or summative assessment**

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

**I thought this lesson was a fairly successful lesson, but it could have been much better. I had high hopes and expectations for this lesson to be one of my best lessons yet, but because of a variety of reasons it was simply an ok lesson. The problems in this lesson in my estimation stem from the time of day in which it was taught. Teaching a lesson during the last forty minutes right after a recess had the students thinking about other things. They were anxious to be done for the day. As their teacher I could also have given much more clear and concise directions for them to follow. It is easy for me to forget that these students are only second graders and need to take things one step at a time. These students do not yet make connections or imply directions; so it is important that even the most simple things be explained such as take out your scissors before you begin cutting. I overlooked a couple of these pieces which I would change for the future. This lesson also ended in a time crunch where I felt rushed to try and teach the content. Before I knew it there were only fifteen minutes left and I was still in my explaining portion of my lesson. I then began to rush and upon reflecting I should have slowed down and had the students finish the project at another time or pick it up the next day. By rushing, I didn't get to all the good content I wanted to teach. I felt bad because I wanted to teach all the content I had because it was important and well put together. The students seemed to grasp the concepts but I could have done much more to promote them had I managed my time more efficiently. I also tried to implement movement by acting out the sports because I have noticed my practicum teacher Mrs. Allen often gets her students moving or dancing to stimulate them and get their attention. However, acting out sports and getting the students to move quickly turned into organized chaos. I should have promoted higher expectations for this part in my lesson. I know the students learned sequence and order because we did some guided practice together and the students proved they knew sequence in order relating to holidays in a year. In addition, students made the connection between timelines and number lines which proved they were making accurate parallels. The lesson was successful with the content introduced including the videos and hyperlinks which were shown to aid students learning. I believe the guided practice and real-world examples were great as well. I would not be afraid to try this lesson again with a few tweaks to time and time management along with clearer and more concise directions. This lesson certainly got the students excited to watch the Olympics!**

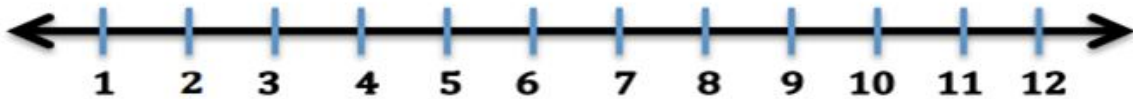
Summative Assessment

SST-02.4.04

Identify events on a simple timeline.

The learner can use their knowledge of sequence to place common holidays onto a timeline.

January February March April May June July August September October November December



Write the following holidays near where they should go onto a timeline of a year.

- New year's day
- Valentines day
- Fourth of July
- Halloween
- Thanksgiving
- Christmas

Criteria	Proficiency Level
The students placed all the holidays in the correct order on the timeline.	3
The students placed more than half of the holidays in the correct order on the timeline.	2
The students placed less than half of the holidays in the correct order on the time line.	1