**Grade Level: 2nd**

**Subject(s) Area: Social Studies**

**Materials Needed:**

* Map of Western Hemisphere, anchor chart, song sheets, writing sheet

**Standards:**

* Physical Geography 2.5.1: Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe.
* Identity, 2.6.1 State the city, state, and country in which they live
* Text Types and Purposes, W.2.1 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Objectives:**

* Students will recall the country, state, and city they are from.
* Students will write an informative text about the city they live in.
* Students will identify the country they live in on a map.

**Learning Activities:**

* The teacher will direct the students to gather to the carpet in front of the map.
* Students will be asked a series of questions to recall information previously learned:

-“Can someone come show me where South America is on this map?”

-“Can someone show me where Mexico is on this map?

-“Can someone show me where North America is on this map?”

-“Can someone show me where Canada is on this map?”

-Can someone show me where the United States is on this map?”

**(3 minutes)**

* Students will then be asked to silently think about the country they live in.

-“Which country do we live in?”

-“Is there a clue in our country’s name, the United States of America, to help us know what our country is divided into?”

-Does anyone know how many states are in the United States?”

-“What state do we live in?”

-“If the United States is divided into 50 different states, what are in the states?”

-“What city do we live in?”

-“We live in a city called Bismarck, in the state of North Dakota, in the country of the United States of America”

**(3-5 minutes)**

* **Students will then be directed to quickly and quietly go stand behind their desks.**
* Students will memorize a chant to help them remember what their city, state, and country is: (break the chant into three parts, practicing each part without the chant sheet in front of them…students will do the chant without the teachers help after the practice, but may use the chant sheet to help)

-Bismarck, Bismarck, Bismarck is my city!

Bismarck, Bismarck, Bismarck is my city!

What’s my city? Bismarck!

What’s my city? Bismarck!

-North Dakota, North Dakota, North Dakota is my state!

North Dakota, North Dakota, North Dakota is my state!

What’s my state? North Dakota!

What’s my state? North Dakota!

-United States, United States the United States is my country!

United States, United States, the United States is my country!

What’s my country? The United States!

What’s my country? The United States!

* Teacher will direct the students back to the carpet to discuss the anchor chart.

-Now, boys and girls, we are going to talk about informational writing.

-Does anyone what informational writing is?...Informational writing tells us about a topic and includes facts about the topic.

-What are facts?

-After singing our song, what do you think our informational writing piece could be about?...our city of Bismarck!

-What are some facts we could come up with about our city of Bismarck?

\*It is in the state of North Dakota

\*The winter is cold

\*It is the capital of North Dakota **(4 minutes)**

-With these facts, do you think you could write a paragraph about Bismarck? (How many sentences does a paragraph have?) 4-5

-Here’s what you need to include in your paragraph:

\*The city, state, and country you are from

\*Three facts about the city you live in

\*Two linking words

-Let’s go back to our desks and “paper passer” will all hand you a piece of paper to write your informative paragraph, once everyone has their paper the teacher will help the students begin by using the projector:

**\***How should we start the paragraph?...introduce the topic.

“Hi, my name is Miss Kopp and I live in the city of...”

-All the information you need to include in your paragraph is listed on the anchor chart if you need to refer back to it **(5 minutes)**

* Students will have the remaining time to work on their paragraphs **(10 minutes)**

**Assessment:**

* Informative paragraph – Students will write an informational paragraph about the city they live in. Students can state the city, state, and country they are from in writing. A paragraph is expected to be four to five sentences long. Each student will need to include at least three facts about his or her city and at least two linking words. Students will proper correct punctuation, which is capital letters and how sentences should end. Students will be scored by a rubric, see attached.
* Informal: teacher will be walking around during the time set aside for writing and checking in with students to ensure expectations are clear.

Reflection

Today’s lesson I think was a step outside of my comfort zone and helped me to see what I am capable of. There were a lot of points throughout the lesson in which, I thought too myself, “What could I do to get these students more engaged?” During the chant, two boys were just not interested at all and the same two boys at the beginning of the writing section were not willing to do the work. In the future, I think it would be beneficial to walk around more during the chant instead of just standing in front of the room. Students may be more willing to do what I am asking if I go to them.

No matter how enthusiastic and excited about what I am relaying to students, there are always going to be those who just don’t want to hear or do what you want them to be doing. In situations, such as the one in my lesson today, as you stated Mrs. Hager, be direct and clear about what students should be doing. Giving them one clear objective is important and does not allow students to give you a “no” answer.

Bismarck, Bismarck, Bismarck is my city!

Bismarck, Bismarck, Bismarck is my city!

What’s my city? Bismarck!

What’s my city? Bismarck!

North Dakota, North Dakota, North Dakota is my state!

North Dakota, North Dakota, North Dakota is my state!

What’s my state? North Dakota!

What’s my state? North Dakota!

United States, United States the United States is my country!

United States, United States, the United States is my country!

What’s my country? The United States!

What’s my country? The United States!

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| Rubric – Social Studies | Beginning (1) | Intermediate (2) | Proficient (3) |
| * Standard: Identity, 2.6.1 State the city, state, and country in which they live | Student correctly identifies 1 of these 3 in which they live: city, state, country | Student correctly identifies 2 of these 3 in which they live: city, state, country | Student correctly identifies 3 of these 3 in which they live: city, state, country |