|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: Social Studies, Art | | Teacher:Connolly, Dobbins, Patsos, Tutson | Day(s)# 1 | |
| Unit Title: DUMBO – “Roxaboxen🡪 Discovering the Meaning of Community”  Lesson Focus Questions & Objective(s):   * What is a community? * What does a community need? * What makes up your community? | | | | Students will engage in:  Whole group  Small group work |  | |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | | **Materials** |
| 5 min. | Class Starter: (Question, discussion, warm-up, etc): The teacher will begin by asking the class what they think a community is and what communities need in order to prosper. The students will engage in a conversation about different communities and what it means to be a community member. | | As the students discuss what a community is to them, the teacher will record the responses on the board. The teacher will facilitate discussion by asking students some of the focus questions to guide their thinking. | | |  |
| 5 min. | Review/ Connections to prior knowledge: Students can connect the conversation about communities to their own community. The teacher can then prompt discussion about the different communities in the area and can ask the students about the communities that they come from.  Questions to ask: Can you describe your community? What resources make up your community? What does it mean to be a member of a community? | | The teacher will pass around pictures of local communities to give children a better understanding of what a community is. The students will look at the pictures and discuss the community/communities that they come from. | | | Pictures of local communities that the children will recognize |
| 15 min. | Direct Instruction/Whole Group Learning Activity:The teacher will explain that they are going to read a book about a certain kind of community. The teacher will ask the class to play close attention to the way this community is similar and/or different to their community. The teacher will then read Roxaboxen aloud to the class.  Questions to ask: What are you noticing about this community? What kinds of things are the children creating to make sure their community prospers? How is te community of Roxaboxen similar and/or different from the community you live in? | | The teacher will read the book aloud and ask students questions throughout the story. The students will listen to the story and think about what a community means. | | | Roxaboxen by Alice McLerran |
| 20 min. | Potential Independent/Group Practice(Activity): This is a tiered group activity meaning that there will be three groups of students, all working on different activities based on their present level of understanding (PLOP). The first activity will ask students to work together to create a collage about what a community means to them. However, this is a group collage, so the students will need to work together and discuss with one another what to put in the collage. In the second activity, the students will work together to create a picture or map of their own “make believe” community. The students need to include drawings of aspects that are essential to the development of a community. As a challenge, the group can also come up with a list of rules for their “make-believe” community. During the third activity the students will create a play based on the story about “Roxaboxen.” The students will think of their own “make-believe” community and assign community “roles” to the different group members. The students will then create a script and act out their assigned “role.” | | While the students work with their groups, the teacher will circulate around the room and informally conference with students to assess their understanding of community. During this time the students are working on their assigned projects with their group members. Each activity is completely differentiated based on student’s level of understanding | | | Posters  Markers  Magazines  Scissors  Other art supplies |
| 15 min. | Closure: Each group will take 5 minutes and present their activity to the class. Students in the audience will have the opportunity to ask questions and give their peers feedback on their projects.  Questions to ask: How has your idea of a community changed? What makes up a community? What does a community need? What are some responsibilities of community members? | | Students are listening to their classmates as they share their projects and providing their peers with feedback and asking questions. The teacher is also providing students with feedback and listening to the groups as they share. | | |  |
| Homework assigned: Students will be asked to go home and think about their own communities. For homework, they will draw a picture of their communities and the different people/places that make up their community. Students will also be encouraged to think about why these people/places are important to the community. | | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: Social Studies, Art | | Teacher: Connolly, Dobbins, Patsos, Tutson | Day(s) # 4 | |
| Unit Title: DUMBO – “Mapping and Giving Directions  Lesson Focus Questions & Objective(s):   * What is the purpose of a map? * What should be included in a map? * How can we give someone directions? * How can we create our own maps of Dumbo? | | | | Students will engage in:  Whole group  Small group work |  | |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | | **Materials** |
| 5 min. | Class Starter: (Question, discussion, warm-up, etc): The teacher will start by engaging the students in a discussion about maps and the reasons we need maps. The teacher can show different maps to the class in order to give the students a better idea of what a map is. | | The teacher will record on the board student responses. Students will be discussing their ideas of what a map is. | | | Examples of maps |
| 5 min. | Review/ Connections to prior knowledge:  The teacher will encourage students to think of a time when they, or their parents, needed to use a map. The children can share their stories of when and where they used a map in order to tap into their prior knowledge on this topic.  Questions to ask: Can you think of a time when you or someone in your family used a map? Why might someone need to use a map? What do you think a map of Dumbo might look | | The teacher will ask students when they have used a map. He/she will record student answers on the board. Students will turn and talk to their partners about their personal experiences with maps. | | |  |
| 15 min. | Direct Instruction/Whole Group Learning Activity: Students will be asked to retrieve the pictures they took during their community walk a few days before. Using the pictures and what they remember about their walk, the students will guide the teacher in drawing a map of Dumbo. During this time, the teacher is not only modeling the activity for the students but also allowing them to give suggestions so that they are prepared when they need to work on their own maps with their peers.  Questions to ask: What should we include in our map of Dumbo? Where should we draw different people/places? Why might someone want to use this map? | | While the teacher is modeling the group activity, students are participating in the discussion and giving the teacher suggestions about what to include in the map. During this time, students are also asking questions about the assignment. | | | Pictures from community walk  Poster  Markers |
| 20 min. | Potential Independent/Group Practice (Activity): The students will work in groups and together they will examine the pictures that they took during the community walk. They will work together to create a map of the area of Dumbo that was explored during the field trip. The students can use pipe cleaners to trace the route that the class took during the field trip, and they can use a key to show that different colors represent different places in the community. Those students that finish early or need more of a challenge can practice giving someone directions, using their map, on how to get from point A to point B. | | While the students are working in groups, the teacher is meeting with students and assessing their understanding of using a map.  Students with limited fine motor development, who have trouble drawing, can print images from the computer to use on their maps. | | | Pictures from community walk  Posters  Markers  Pipe cleaners  Examples of maps |
| 10 min. | Closure: The groups will hang their maps in the classroom and the teacher will lead a gallery walk so that all of the students have the chance to look at their peers work. They can see which maps are similar to theirs and which are different and why. To give each other feedback, students can leave post its with questions and/or comments on a group’s map, which the group will be also to see and respond to later in the day.  Questions to ask: What do you notice about these maps? Are any of them similar? Are any of them different? What are some of the most important components of a map? How might you use a map to give someone directions? | | Students will walk around the room looking at the different mapping projects. They will provide their classmates with feedback and ask questions. The teacher will take part in the gallery walk and leave her own comments and questions on student work. | | |  |
| Homework assigned: Students will be asked to go home and look for different maps that they may encounter in their everyday lives (gps, subway map, etc). The students will need to bring in one map, or a picture of a map, the next day so that the class can look at some of the different kinds of maps people use everyday. | | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: Math | | Teacher: Connolly/Tutson/Patsos/Dobbins | Day # 6 |
| Unit Title: DUMBO  Lesson Focus Questions & Objective(s):  Students will identify and compare present day means of transportation in DUMBO. This lesson will introduce the question “How DUMBO has changed over time?” by getting students to think about DUMBO in the present.  In this lesson, students will collect data on the means of transportation they use to get to school. Using the collected data, students will compare the various ways classmates get to school. These results will then be put on a class bar graph Later on in the unit, students will identify present day transportation with transportation in the past and compare/contrast how it has changed. | | | | Students will engage in:   * Small group work * Whole group work |  |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | **Materials** |
| 5 min. | Class Starter: (Question, discussion, warm-up, etc)  Question: “Does anyone here take an airplane to school?!” | | While on the rug, students will engage in a conversation facilitated by the teacher around the crazy idea of taking an airplane to school. The conversation will lead into discussing what are some ways the students travel to and from school. | |  |
| 5 min. | Review/ Connections to prior knowledge:  Students will draw on their life experiences to further discuss the ways in which they individually get to school, as each new method of transportation is discussed the teacher will write it on the board (ie. Subway, car, bike, walk, drive, etc). | | As students discuss their mode of transportation to school, the teacher will make comments to connect the experiences between students. | | Board and Marker |
| 10 min. | Direct Instruction/Whole Group Learning Activity:  A mini-lesson on how to collect data will be taught by using a survey. The teacher will model how to use the survey by saying; “Watch me as I ask \_\_\_\_\_\_\_how he/she gets to school.” The teacher will survey a few students and record their data on her survey. Every child will receive a survey with their classmate’s names and symbols for representing their mode(s) of transportation. | | Students will be listening to the teacher model the activity. Students who need additional support will receive assistance from the teacher during independent practice. | | Transportation Survey |
| 15 min. | Potential Independent/Group Practice(Activity):  The students will then go around and complete the survey by interviewing fellow classmates on how they get to school. Students will record their data on the Transportation Survey. | | The teacher will be circulating the room to assess students’ success in completing the task. In addition, the teacher will also be supporting the students who need additional assistance by clarifying expectations and pairing them with a classmate who has less difficulty with the task. | | Transportation Survey, clipboard, and pencil |
| 10 min. | Closure:  Students will return to the rug and participate in a class share where they will discuss their findings. They will then be called up one at a time to plot their own modes of transportation to school on the interchangeable class bar graph. When the graph is complete the teacher will have students write down something they notice about the graph in their math journals. | | The teacher will assist students in retrieving his/her picture to plot on the class graph.  After the students write down something they notice in their math journals, the teacher will ask, “How do most of our classmates get to school?” and “How many more students \_\_\_\_\_\_\_\_ instead of \_\_\_\_\_\_\_\_\_\_\_.” | | Class bar graph, kids faces to plot their mode of transportation, math journals |
| Homework assigned:  Using the data collected in class, students (depending on their level) will either   1. Create a bar graph using their own data and then compare it to the one created in class   or  B. Create addition or subtraction word problems using their collected data | | | | | Data collected in class, graph paper, math journal |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: Reading | | Teacher:  Connolly/Tutson/Patsos/Dobbins | Day# 7 | |
| Unit Title: DUMBO  Lesson Focus Questions & Objective(s):  How does the subway system tie into the community of DUMBO? What subway lines can be found in DUMBO?  In this lesson, students will listen to a read aloud of the book Subway written by Christoph Niemann. In addition, students will look at subway maps and make connections to the read aloud as well as locate their community of DUMBO (and the nearby subway stations) on the maps. | | | | Students will engage in:   * Small group work * Partner work * Whole Group |  | |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | | **Materials** |
| 3 min. | Class Starter: (Question, discussion, warm-up, etc)  Question: “Has anyone ever been bored on a rainy day??” | | The teacher will take up to 4 responses to the starter question. | | |  |
| 5 min. | Review/ Connections to prior knowledge:  “Thumbs up if you have taken the subway into Manhattan before.” The teacher will follow-up with the question, “Who do you usually ride the subway with?”  The teacher will then explain to the students what they will be doing today….  “Today, we are going to read a story about two boys that ride the subway with their dad on a rainy day. After we read the book, we will take a close look at the subway lines and talk some of the trains that stop in DUMBO.” | | The teacher will activate student’s prior knowledge and personal experiences by asking them to engage in a “thumb up” exercise in addition to asking questions. These “before reading” activities will prepare students for the read aloud. | | |  |
| 10 min. | Direct Instruction/Whole Group Learning Activity:  The teacher will read Subway by Christoph Niemann aloud to the class.  Questions asked during reading:  “Thumbs up if you have taken the A train before.”  “Turn and Talk with a partner about a few different Subway lines you see in this picture.”  “Why do the kids “plead”, “beg”, and “complain” to their dad at the end of the story?” | | At the rug, students will listen to the teacher read Subway by Christoph Niemann. They will participate in answering questions and engaging in a turn-and-talk during the reading. | | | Subway by Christoph Niemann |
| 10 min. | Potential Independent/Group Practice(Activity):  After reading Subway, students, in groups will look at a subway map. Each group will be asked to 1. Find a line that was talked about in the book and 2. Try and locate DUMBO on the subway map. | | As students work in groups, the teacher will circulate the classroom. At this time the teacher will informally assess students’ subway map reading skills and assist students who are struggling with the task. | | | Subway Maps |
| 5 min. | Closure:  As a whole group, students will share a subway line they found on the map that was discussed in the book. In addition, the groups will also tell the teacher where he/she can find DUMBO on the subway map. Once DUMBO is located, the groups will locate stations in DUMBO and determine what subway lines stop in their community. | | The teacher will be facilitating the class share.  The teacher will also probe by asking questions to guide students in locating DUMBO and its subway stations on the map. | | |  |
| Homework assigned:  Students will be asked to reflect about the book that was read in class. They will either   1. Think of a time they took the subway and share it in class   or   1. Write about a time where they took the subway.   Students will need to include; where they took the subway to and from, what subway line it was, and what they enjoyed about their ride. | | | | | | Reader’s notebook |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: Science | | Teacher: Connolly, Dobbins, Patsos,  Tutson | Day(s) # 11 | |
| Unit Title: DUMBO – Bridge Building  Lesson Focus Questions & Objective(s):   * Students will learn about major characteristics of beam and arch bridges. * Students will be able to explain which bridge is designed to hold more weight and why. | | | | Students will engage in:   * Independent practice * Small group work * Project work * Other: | * Partner work * Whole group * Centers | |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | | **Materials** |
| 5 min. | Class Starter: (Question, discussion, warm-up, etc)  What kind of bridges do you know about?  (*Question will be on the board for students to consider before discussing as a class)* | | The students are sharing their prior knowledge about bridges. The teacher is recording what the students write down.  The teacher can assist students by giving them a chance to talk with a partner before sharing as a class. This way all students will have some knowledge when encouraged to share. | | | White board, markers |
| 5 min. | Review/ Connections to prior knowledge:  Yesterday we read a story about how the Brooklyn Bridge was built. Today we will be looking at two new types of bridges and seeing which one can hold more weight.  Questions to ask: What kind of bridge is the Brooklyn Bridge? Do all bridges look and have the same purpose as the Brooklyn Bridge? | | At this point, the teacher may want to record on chart paper what the students notice about the Brooklyn Bridge/suspensions bridges, as they will be looking at other bridges during this lesson and the next one.  For students who struggle with verbalization or observational skills, the teacher may ask simpler questions, such as:   * Is the Brooklyn Bridge small or large? * Where else have you seen bridges? | | | Chart paper, markers |
| 5-10 min. | Direct Instruction/Whole Group Learning Activity:  Beam Bridge: A beam bridge has a deck generally supported by two or more beams underneath the deck. Sometimes a beam bridge just has a deck that rests on two pieces of land (maybe over a small river).  Arch Bridge: An arch bridge also has a deck on top but the beams are connected to one another by arch shapes.  Instructions for the assignment are as follows:   1. Students are giving the “Building Bridges” worksheet. 2. First the students will fill out which bridge they believe is stronger and why. 3. Using the key at the bottom of the page, students will place their blocks (beams) a specified distance from each other and place an index card (deck) between them. 4. Stack pennies on top of one another in the center of the beam, recording how many pennies the deck can hold before it falls. 5. Repeat for the arch bridge, placing an extra index card between the blocks to serve as an arch. 6. After completing the activity, write which bridge held more and why you think this is so.   Questions to ask: What bridge do you think is stronger? | | The teacher will introduce these two bridges to the students using pictures of each and present the students with the instructions. In reviewing the instructions, the teacher can make sure to address the needs of all types of learners:  For auditory learners, the instructions will be given orally.  For visual learners, the teacher can set up the activity as they speak through the instructions.  For kinesthetic learners, the teacher may ask them to help with the demonstration of the activity, giving them the opportunity to manipulate the objects before actually working with them.  Additionally, all instructions may be written on the board. | | | Pictures of beam and arch bridges,  “Building Bridges” worksheet, white board, markers, materials for the activity (*see below*) |
| 35-40 min. | Potential Independent/Group Practice (Activity):  Students will work in groups to complete the activity, finding out which model and/or placement of blocks works best to hold a strong load. | | Students will be in pairs or small groups working through the steps on their worksheet.  For students who are overwhelmed by the worksheet or struggle with organization, the worksheet can be broken down so that only one step appears on each page.  The teacher will walk around to check that students are cooperating and completing the steps, recording their findings, etc.  Students who finish early can test the arch bridge at varying distances. | | | “Building Bridges” worksheet, blocks, index cards, rulers, pennies, pencils |
| As time remains | Closure:  Students will come back together and share their findings with the remaining time.  Questions to ask: Which bridge held the most? Why do you think it held more? Did the beam bridge always hold the same amount or did it change based on the spacing of the beams? | | The teacher will record the students’ findings while they are shared as a class.  The teacher can scaffold questions for the students (such as the ones seen to the left) so that students will have a better understanding of the differences between these bridges. | | | “Building Bridges” worksheet, white board,  markers |
| Homework assigned:  Reflection question to lead into next lesson: When do you think it would be better to use a beam bridge? When do you think it would be better to use an arch bridge? | | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: Science/Art | | Teacher: Connolly, Dobbins, Patsos, Tutson | Day(s) # 12 | |
| Unit Title: DUMBO – Building Bridges  Lesson Focus Questions & Objective(s):   * Students will review the defining characteristics of various bridges. * Students will be able to portray the characteristics and typical locations of a bridge of their choosing. | | | | Students will engage in:   * Independent practice * Small group work * Project work * Other: | * Partner work * Whole group * Centers | |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | | **Materials** |
| 5 min. | Class Starter: (Question, discussion, warm-up, etc)  Why do you think there are different types of bridges?  *(Question written on the board to discuss)* | | Students will be at the meeting area. Teacher will facilitate the discussion of this question, providing examples of various types of bridges. Beam, arch, draw, and suspension bridges are possible starters. | | | White board, markers |
| 5 min. | Review/ Connections to prior knowledge:  Yesterday we learned about beam bridges and arch bridges.  Questions to ask: Which bridge was stronger? When might we use an arch bridge? A beam bridge? | | Students can review their sheet from the previous lesson to answer the question. | | | “Bridge Building” worksheet |
| 10 min. | Direct Instruction/Whole Group Learning Activity:  Different bridges have different uses. Show students various pictures of bridges and have them make observations.  Sample observations might include:  ­Beam Arch  Short distances over valleys  Over rivers over water  Beam distance varies holds heavier items (cars, trains)  Draw Suspension  Over water really strong  Used for boats long distances  Middle moves up boats pass under w/o moving bridge  Questions to ask: *See to the right.* | | Students are making observations while the teacher writes them on the board.  The teacher can scaffold for all students by asking questions that will lead students to make observations.  For example:   * What setting/scenery is surrounding this bridge? * What is passing/could pass over the bridge? (Cars, people, trains, etc.) * Why is this bridge best for this location?   For students who have trouble with oral language, they can be provided with the question before hand to practice their answer, or they can be asked “yes or no” questions to remain included in the lesson. | | | Pictures of bridges,  white board,  markers |
| 20 min. | Potential Independent/Group Practice (Activity):  Allow each student to choose a bridge that they would like to paint (or draw if other art materials are available). Students should also draw an appropriate scenery for the chosen bridge. (i.e., a beam bridge would go over a small body of water, but a suspension bridge would be used for longer distances over water) Give students time to work. | | Students will work independently at their seats to create the bridge of their choosing. The teacher will walk around to assess student work. | | | Water colors,  paintbrushes, water,  other art supplies,  students’ art notebooks |
| as time remains | Closure:  With remaining time, bring the class back together to share the pictures that the students made.  Questions to ask: What type of bridge did the student create? What setting surrounds the bridge? | | Students will take turns sharing their work with the rest of the class. | | | Students’ art notebooks |
| Homework assigned:  Reflection question to be answered at home: Why do you think that a suspension bridge was the best model to use when the Brooklyn Bridge was built? | | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: DUMBO then and now through art | | Teacher: Connolly, Dobbins, Pastos, Tutson | Day(s) # 13\_ | |
| Unit Title: DUMBO Brooklyn  Lesson Focus Questions & Objective(s):  •Students will compare and contrast the community in the past and the community they live in today  •Students will use art to express how the community has changed. | | | | Students will engage in:   * Independent practice * Small group work * Project work * Other: | * Partner work * Whole group * Centers | |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | | **Materials** |
| 5\_min. | Class Starter: (Question, discussion, warm-up, etc)  Teacher will display pictures of DUMBO then and now on Smartboard, using some of the pictures we took earlier in the unit. Students will turn and talk with a partner for a few minutes about what they notice. | | Students will turn and talk with their partners on the rug. Partners will have already been pre-assigned, making sure that students of different skill sets and learning styles are working together.  Teacher will walk around and listen to conversations. If students are stuck or don’t know what to talk about, the teacher will facilitate instruction by guiding student attention to a certain picture or by asking specific questions to guide the small discussion | | | •Smartboard  •Pictures of DUMBO then and now |
| 10\_ min. | Review/ Connections to prior knowledge:  Listing ways we can compare DUMBO in the past and the DUMBO we live in today. Examples: clothing, transportation, buildings, etc.  Questions to ask: How can we compare DUMBO in the past to DUMBO today? How did people get around the neighborhood? What did people wear? What did the neighborhood look like? How did people get to Manhattan? | | Students will listen attentively and raise their hands to participate. Students who may have difficulty coming up with ideas can listen to what their peers suggest. They can then use these ideas in their independent activity.  If students are stuck, the teacher will facilitate and guide the discussion by posing questions such as “How did people get around the neighborhood?” | | | •Chart paper  •Markers |
| \_10\_ min. | Direct Instruction/Whole Group Learning Activity:  Teacher will explain to class that we will be display the comparisons through artwork. Teacher will model with the example of the Brooklyn Bridge. On the “then” paper, the teacher will quickly draw a colorful depiction of the East River in between Manhattan and Brooklyn with a ferry in the water. On the “now” paper, the teacher will quickly draw a colorful depiction of the Brooklyn Bridge connection the two boroughs.  Teacher will encourage students to make their drawings as colorful as possible. Students can draw upon the ideas created during the Review/Connections to prior knowledge.  Questions to ask: What could I draw to show what life was like before the Brooklyn Bridge? | | Students will “help” the teacher draw the two pictures by raising their hands to suggest what the teacher should draw to display the Brooklyn Bridge then and now.  If students are not participating, teacher will ask questions such as “Well if the Brooklyn Bridge wasn’t there, what could I draw in the water? How did people get across the water?” | | | •Paper  •Markers  •Colored pencils |
| \_45\_\_ min. | Potential Independent/Group Practice(Activity):  Students will work independently to create artwork that depicts DUMBO then and now. Students will be encouraged to be creative and as colorful as possible and will be informed that they will not be graded or judged on how good of an artist they are.  Students can use any art materials in the room: crayons, markers, colored pencils, construction paper, scissors, glue, etc. | | Students will work independently on their own artwork but at their tables. If students want to help one another they will be able to. However, each student must have two pictures to display by the end of the day.  Teacher will walk around to monitor student artwork. Teacher will be checking that the artwork is relevant to the topic at hand. If students are struggling to come up with an idea, the teacher will direct their attention to the chart created earlier in the day. | | | •Crayons  •Colored pencils  •Markers  •Construction Paper  •Scissors  •Glue |
| \_10 min. | Closure: Students will gather back in the meeting area to discuss their artwork and some ways they chose to display DUMBO. If students like, they can share their artwork. This can be done in a circle (if a majority of students want to share) or one by one with students raising their hands to participate.  Questions to ask: Does anyone have a respectful comment to make about (student)’s artwork? Did anyone else draw or create something similar? Do you think if we display these in the hallway that other classes will be able to tell that these are pictures of DUMBO then and now? | | Teacher will praise the students on their great artwork. Teacher will ask who would like to share their artwork with the class.  Students will listen attentively and ask questions/make comments respectfully. If students don’t wish to participate they don’t have to. | | | •Students artwork |
| Homework assigned:  Write a paragraph (3-4 sentences) reflecting on how DUMBO was in the past compared to DUMBO today. | | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Subject: How to Improve Your Neighborhood | | Teacher: Connolly, Dobbins, Pastos, Tutson | Day(s) # 16\_ | |
| Unit Title: DUMBO Brooklyn  Lesson Focus Questions & Objective(s):  •Students will recognize and discuss various issues in the community.  •Students will raise awareness in the school about an important issue in the community. | | | | Students will engage in:   * Independent practice * Small group work * Project work * Other: | * Partner work * Whole group * Centers | |
| **Time** | **Lesson Progression** | | **What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)** | | | **Materials** |
| 3\_ min. | Class Starter: (Question, discussion, warm-up, etc)  Teacher will inform students about how he/she took a walk around the neighborhood and noticed something: dirty sidewalks, homeless people, garbage in the park, trucks blowing smog into the air, etc.  Students will turn and talk with their partner for two minutes, sharing what they think about this/if they’ve seen something similar. | | Students will listen attentively while teacher explains personal story. Students will turn and talk with their partners on the rug. Partners will have already been pre-assigned, making sure that students of different skill sets and learning styles are working together. | | |  |
| \_5\_ min. | Review/ Connections to prior knowledge:  Teacher will review what the class has been talking about: our neighborhood in the past and our neighborhood today. Teacher will ask if things have changed since the past. After listening to student responses, teacher will ask the students to think about if our neighborhood will be different in 50 years?  Questions to ask: Have things changed in our neighborhood since the past? Will DUMBO be different in 50 years? | | Students will be listening respectfully, raising their hands if they wish to participate.  Teacher will guide the brief class discussion by posing questions. If students are stuck, teacher will ask students to think about specific things that have changed (what about the buildings? The bridge? Etc.). | | |  |
| 15-20\_ min. | Direct Instruction/Whole Group Learning Activity:  Teacher will pose the following questions: How can we change our neighborhood for the better? How can we make sure that it is a positive, safe, and clean place to live in the future? Together, the class will list ways to change the neighborhood in a positive way. Some examples: don’t litter, clean the park, soup kitchens, food donations, hybrid vehicles. Teacher will chart these as students participate. Afterwards, the class will vote to address one issue in the neighborhood. For example: keeping our neighborhood clean.  After one issue has been decided on, the teacher will ask the class: How can we inform our school so they know this is an important issue? Then, the class will create posters to hang around the school.  The teacher will model this activity using poster-sized paper and a pencil. Teacher will draw a small picture and an informative slogan such as: “Let’s make sure our neighborhood stays clean! Do your part, don’t litter, recycle.” Teacher will inform the class that after they are done creating their poster with pencil and it has been checked, they can use colored markers and sharpies to make it more colorful.  Teacher will then divide the class into five or six groups.  Questions to ask: How can we change our neighborhood for the better? How can we make sure that it is a positive, safe, and clean place to live in the future? How can we inform our school so they know this is an important issue? | | Teacher will chart all ideas that the students suggest. Together, the class will vote on which issue the class will focus on.  Teacher will form the groups keeping in mind that each group should have students of varying skills and abilities. This way, students who need extra support can be supported by their peers. Also, students who are more creative can be part of the designer will students who like to write can create the slogan. | | | •Chart paper  •Markers  •Poster sized paper  •Pencils |
| 45\_ min. | Potential Independent/Group Practice(Activity):  In their groups, students will create their posters. Teacher will walk around to make sure students are on task and creating a poster that is relevant to the topic. | | Students will share materials respectfully. Teacher will walk around to make sure all students are on task. | | | •Poster sized paper  •Pencils  •Sharpies  •Colored markers |
| 10-15\_ min. | Closure: Students will share their posters with the rest of the class. Together, the class will decide where to hang the posters in the school. We will also discuss the importance of what we did: raising awareness to better our neighborhood.  Questions to ask: Where should we hang the posters so the most people see it? Why was it important for us to create theses posters? Could we do the same things for the other issues we talked about? Could we do this outside of school? | | All students will get up in front of the class and share their project with their group. However, not all students are required to speak. Therefore, if a student is too shy or feels uncomfortable another member of the group can still explain their poster. Teacher will facilitate discussion to involve students on deciding where the posters should be placed. Students will also discuss why spreading awareness and informing others is so important. | | | •Completed student artwork/posters |
| Homework assigned:  Talk to someone at home about how we can make our neighborhood better. Then, write about a paragraph reflecting on the conversation | | | | | |  |