

Social Studies - Community - 1st grade, 1st quarter

Strand(s): (Hispanic Heritage) Social Studies Language Arts	SOL objectives: Social Studies: 1.12 Technology: 1.3.1, 1.3.2
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1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

A community includes people who may have diverse ethnic origins, customs, and traditions.

Essential Questions

1. Who are the people in our classroom? Community? State? World?
2. What are the customs, traditions, and ethnicities of the Hispanic community?

Knowledge and Skills

Students will be able to name one or more countries with Hispanic Heritage.
 Students will be able to locate pictures representing Hispanic culture, symbols, customs, and/or traditions.
 Students will be able to create one or more sentences about the pictures they selected.

Vocabulary

Hispanic
 heritage
 search

2. ASSESSMENT EVIDENCE

<p style="text-align: center;">Prior knowledge</p> Ask students what they know about Hispanic Heritage. Make connections, if possible, to people in your class or community that have Hispanic Heritage.	<p style="text-align: center;">Ongoing throughout lesson</p> Students selecting pictures that represent Hispanic culture, symbols, customs, and/or traditions.	<p style="text-align: center;">By the end of the lesson</p> Students' printouts of pictures representing Hispanic Heritage with sentences telling about their selected pictures.
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3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

<p style="text-align: center;">Introduction (hook)</p> Read a story about a Hispanic family such as Insert Name of Book Here. Help students locate and name countries with Hispanic Heritage. Allow students in your class to share their experiences/knowledge related to Hispanic Heritage.	<p style="text-align: center;">What students are doing</p> <ol style="list-style-type: none"> 1. Each child will choose a country with Hispanic Heritage. 2. Using a computer, students will type in the name of their country in a word processing clip art gallery search or in a search engine. From the pictures returned in the search, students will select one picture of their choice. 3. Students will write a sentence about the picture. 	<p style="text-align: center;">Conclusion</p> Students will save and print their work. In small groups or as a whole class, students will share their pictures and read their sentences to the other students. Student work could be displayed on a bulletin board in your classroom.
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Accommodations

Extra support: Students may need help spelling the names of the countries they have chosen and typing the sentence. You may choose to have the students dictate the sentence for you to type, or you may allow students to use their own inventive spelling.
Enrichment or early finishers: Students may pick multiple pictures or write multiple sentences describing their pictures. Students could write down questions they have about the countries they have chosen.
Various learning styles: If you have access to a gallery

Materials and Resources

Story about a family with Hispanic Heritage.
 Map of world showing countries with Hispanic Heritage.
 Computers (word processing program with clip art gallery or access to an image search engine) and printer

<p>containing sound clips, a child may select a musical or sound clip and write a sentence about this clip.</p> <p>Limited English proficiency: If you have students who speak Spanish in your classroom or who have Hispanic Heritage, you might choose to allow them to write in Spanish, select a picture from their country of origin, and write a short narrative about a personal experience or memory that reveals their Hispanic Heritage. Working in partners and/or using dictation also may be helpful.</p>	
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<i>Related Technology</i>	<i>Literature Connections</i>
<p>Technology: 1.3.1 – Use technology productivity tools for pre-writing activities 1.3.2 – Create and print written work</p>	<p><u>Insert name of book here</u></p>

4. WRAP-UP (5-10 min)

<i>Assessment</i>	<i>Homework</i>
<p>Students will show their pictures and read their sentences about a country with Hispanic Heritage to their peers.</p>	

5. TEACHER REFLECTION

- Were my students talking about the pictures returned in their searches, or was I doing all of the talking and students were just listening to me?
- Were my students engaged at the beginning of the lesson?
- How much time did I spend reviewing homework, and how much time did I spend on new material?
- Did the students respond to “How” and “Why” questions?
- Did my students have an opportunity to discuss and/or write about Hispanic Heritage?
- What changes would I make next time the lesson is taught?
- What steps do I need to take next in this topic?