**Teacher Candidate:** Stephanie Shapiro

**Class/Grade Level of Students:** 2nd grade, ENL class

**Unit of Study within which this lesson is situated:** Social Studies, past vs present (then/now)

**Content Area Objective:**

CCSS.2R.9

Make connections between self and text (texts and other people/world).

**Language Objective:**

CCSS.2SL.1

Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

CCSS.2L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Learning Strategies:**

By the end of this lesson, students will be able to understand the concept of comparing and contrasting and students will be able to identify how Pilgrim life and life today are the same and how they are different.

The students will be provided with posters on the wall that they can always reference that has the words, “past” and “present” with a picture and definition. Also, there is an anchor chart posted in the classroom of a comparing and contrasting Venn diagram. This Venn diagram is labeled. Lastly, the vocabulary words that will be used in the booklet we are reading will be on chart paper with a picture and definition for the students to reference.

**Scaffolds:**

This particular lesson is within the unit on past and present. Previously we have discussed past and present as well as read the booklet we are reading again today. As a class we will reread the booklet for reassurance. All of the vocabulary words in the booklet they have seen now. We are just continuing to practice them.

For the activities that will be completed, the teacher will model before the students have to individually do. For the lower entering students, the teacher provided the students with sentence frames. She also will provide them with one portion of the answer. With guided prompts from the teacher they will discuss the other portion of the answer.

For the emerging students, the teacher provided the students with sentence starters. She will also provide the students with a picture dictionary.

**Materials:**

* Computer
* PowerPoint
* Anchor Chart
* Venn Diagram
* SmartBoard
* Thanksgiving Then and Now booklets
* Then and Now worksheets
* Post-it Notes
* Pencils
* Reading Lights

 **Seating Configuration/ Use of Physical Space:**

Students will begin the lesson at the table as a whole group. Students then will transition into small groups. Students will be grouped homogeneously. To close the lesson, students will come up to the Venn Diagram that will be placed on the side of the room. They will place their post-it notes in the correct spot.

**Connection to Previous Lesson/Prior Knowledge:**

“Yesterday we read our booklets, “Thanksgiving Then and Now.” Today we are going to reread this book and discuss how Pilgrim life and our life now are the same and how they are different. Who can remind me of what the word then means? Who can remind me of what the word now means?”

**Anticipatory Set/Motivation:**

**Building Background Knowledge:**

To motivate the students, I am going to use them as my examples when building on background knowledge on how to compare and contrast.

**Aim/Statement of Lesson Objectives Worded for Students (SWBAT):**

I can compare and contrast Pilgrim life and life today.

I can discuss how Pilgrim life and life today are the same.

I can discuss how Pilgrim life and life today are different.

**Teacher Modeling/Lesson Development:**

Students will begin this lesson as a whole group at the table with the teacher. The teacher will start by connecting the lesson to the previous day using the booklets they already read. Before they reread the booklets, the teacher will discuss the goals for the day. The teacher will read the objective/s for the day first and then the students will read them with her.

Next, the students will each grab a reading light and they will follow along as the teacher reads the booklet. The teacher will stop after the first page and have the students look up to the SmartBoard, which is where the PowerPoint will be. As a class they will discuss who Pilgrims are. As they continue to read the booklet there will be vocabulary words that we will stop and discuss. The teacher will direct the students to the chart paper that has the vocabulary words on it.

After we finish reading the booklet, the teacher will direct the students up at the SmartBoard. The teacher will model the activity the students will be doing in their small groups.

When finished, the students will break off into their groups and begin the activity.

The lower entering students will work with the teacher. As the teacher is working with this group, she will listen to the emerging group work and provide guidance as needed.

 As a class we will go over the activity.

To end the lesson, we will check to see if we completed our goal/s for the day and the students will complete a post-it note activity on a Venn Diagram. Each student will get a turn to place their post-it notes in the correct spot. The teacher will model how to do the activity before the students do it.

**Academic Vocabulary**

1. **Content Vocabulary:**

Compare, Contrast, Then, Now, Pilgrims, Bonnets,

1. **General Academic Vocabulary:**

Same, Different, Travel, Communicate, Simple, Comfortable

1. **Word Parts:**

**Guided Practice/Active Involvement/ Independent Practice:**

Guided Practice/ Active Involvement- As the teacher rereads the booklet the students read the previous day, the students will follow along with their reading lights. The teacher will be constantly asking questions to check for understanding.

The teacher will model how to do the activity the students will be doing when they break up into their small groups.

The teacher also will model the closure activity where students will read information on a Post-it note and decide if it pertains to Pilgrims, people of today, or both groups. They will be directed to place their Post-it notes to the correct circle on the Venn Diagram in the front of the classroom.

Independent Practice- Students will complete an activity in which they will work in small groups to read scenarios and discuss/write about how various aspects of the lives of Pilgrims are the same and different from their own personal lives.

At the end of the lesson the students will come up to the front of the classroom and place a post-it notes in the correct spot on the Venn diagram.

**Activities for Students at New Language Proficiencies in NYS**

**Entering:**

Students will be grouped together when they transition into small groups

Students will be given a sentence frame for the activity they will be completing as a small group. Teacher will guide with prompts

**Emerging:**

Students will be grouped together when they transition into small groups.

Students will be given a sentence starter for the activity they will be completing as a small group.

Students will be provided with a picture dictionary.

**Transitioning:**

**Expanding:**

**Commanding:**

**Higher (Gifted and English Proficient):**

**Final Summary/Closure:**

Students will complete a closure activity. Students will read information on a Post-it note and decide if it pertains to Pilgrims, people of today, or both groups. They will be directed to place their Post-it notes to the correct circle on the Venn Diagram in the front of the classroom.

**Assessment of Objectives:**

The following assessments will be used to determine student progress:

1. Teacher Observation
2. Students will respond to open-ended/higher order questions throughout the lesson
3. Students will complete a worksheet to check or understanding of the presented material
4. Students will complete a closure activity (Post-it note activity) to check for understanding of the presented material

**Homework/Extension:**

There will be no homework for this lesson.

 If time allows, as an extension activity, the students will complete a similar activity to the activity they worked on in groups. The students will work in the groups they were placed in before and complete the activity.

**Lesson Self-Evaluation:**

Do the students understand the difference between compare and contrast? Were the students able to establish the differences and similarities between Pilgrim life and their life now. Was grouping the students homogenous the correct grouping? Were they collaborating and working together? Did the lower entering students need the sentence starters I provided?