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| Subject: | Social Studies |
| Grade Level: | Second Grade |
| Title of Lesson: | Frogs around us |
| Standards: | SS.2.C.2.2: Define and apply the characteristics of responsible citizenship.  SC.2.L.17.1: Compare and contrast the basic needs that all living things, including humans, have for survival. |
| Objectives: | Content:  Students will be able to:   * Describe ways people throughout the world are affected by their geographic environments. * Identify ways to take personal action to protect the environment.   Language:  Students will be able to:   * Create a poster to invite people to save frogs. *(Synthesis)* |
| Learning Strategies: | Realia  Videos  Web mapping  Cooperative learning |
| Key Vocabulary: | pollution, poster |
| Materials: | * Berenstein Bears: Don’t Pollute (Anymore) book * Frog picture worksheet (for poster) * Colored pencils * Pencil * Paper * Poster paper * <http://vimeo.com/32130358> * <http://vimeo.com/32130489> * <http://vimeo.com/31412715> |
| Stage of Language Acquisition: | (Level 4) |
| Motivation:  (building background) | 1. The teacher will start by writing the work pollution on the board and drawing a circle around it. 2. The teacher will ask the students to tell her what they know about pollution and what the effects are from it. 3. The teacher will write down all the ideas that the students give. 4. Students will be writing down these ideas on a blank sheet of paper in a web map as well. 5. The teacher will then write what they want to learn about pollution on the board to the side of what they know and ask the students to tell her what they would like to learn about it. 6. The students will use the back of the blank sheet of paper to complete this part. 7. Once students have finished the teacher will show a video about pollution and how it affects the animals. (frogs) 8. <http://vimeo.com/32130358> |
| Presentation:  (comprehensible input, lesson delivery, use of learning strategies, HOT skills, interaction) | 1. The teacher will then break the class into diverse groups and have them discuss citizenship according to pollution and littering. 2. Groups will each get a white board and one marker. They are to take turns rotating clockwise listing different ideas about citizenship and pollution. (Comparing the two together.) 3. Once the students have finished the teacher will have students share with the class what they have come up with. 4. The teacher will write what the students came up with on the board for everyone to see. 5. The teacher will then read a book about pollution and why its not got to pollute. 6. The teacher will read the book Berenstein Bears: Don’t Pollute (Anymore) 7. They will then discuss the different types of pollutions and how they will affect the frogs. Next we will do an experiment to greater understand why pollution is not good for frogs.   The teacher will need to gather all necessary materials before the lesson is taught:   1. The teacher will start by having all the students sitting in a circle on the rug while the teacher is in the center so all students can see. 2. The teacher will start by laying down the poster board (game board) in the center so that all students can see. 3. All of the following actions are going to be carried out by the students. Students will have to raise their hand and then get called on to participate. 4. Then place the tadpole sponge in the fish bowl and fill it with 4 inches of water. 5. Next, put the plastic tadpole at the beginning of the diagram as a game piece. 6. Then, put the container of brown sugar over the picture of the construction site. 7. Put the container of green sprinkles over the picture of the housing development. 8. Put the container of syrup and salt over the picture of the bridge. 9. Put the container of pieces of torn-up paper in a cup at the picture of the park. 10. Put the container of dish soap on the picture of the other housing development. 11. Put the container of Oreo cookie crumbles on the foot path. 12. Put the container of red dye over the picture of the dump area. |
| Practice and Application:  (meaningful activities, feedback) | 1. The teacher will lead a discussion about what pollution is and why it is important for students to conserve the environment. 2. The teacher will introduce Tad the Tadpole and describe the diverse areas that he will be visiting throughout the day. This will give students an idea of various habitats that have been overtaken by pollution. 3. The teacher will then play the next video <http://vimeo.com/32130489> that goes more in-depth about the pollution that is hurting frogs around the world. 4. The lesson will then move to the demonstration of how Tad the Tadpole travels through various habitats. 5. The students will place the assortment of “trash” in the fish bowl. 6. This will give them an idea of how pollution effects environments directly. 7. Give at least five to eight minutes for students to observe the changing environment between each pollutant. Ongoing discussion of what they are observing will be encouraged. 8. The teacher and students will discuss how Tad the Tadpole may feel as the pollutants destroy his home and the discussion will move to incorporate how the students would feel if they were in Tad's position. 9. This portion of the lesson is designed to evoke empathy for the environment and probe students to personalize the situation to drive to conserve their surroundings. 10. Students will finish out by watching the last video about how to conserve and help the environment. <http://vimeo.com/31412715> |
| Review and Assessment:  (review objectives and key vocabulary) | The teacher will discuss ways students could employ conservation practices in order to cut down on or prevent pollution.  In order to promote higher thinking, and get students involved they will be asked to pair up and construct a one page written report on: recycling, water conservation, pollution reduction, how to use citizenship, and waste reduction. They may choose one topic on which to write an essay.  In order to conserve paper, the teacher will ask the students to bring in used cereal boxes, cut the front covers off, staple them together, and write the essay on the gray area of the cereal box on back.  Finally, students will create a poster telling people about the dangers of polluting and why it is hurting the frogs around the world. |
| Extension: | Students will be able to create diorama of a frog’s habitat showing the difference of a polluted habitat and a non-habitat. Students will then write a written response to the differences of them as well. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Create your “Save the frogs” poster

