

Rural and Urban areas

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Overall Goal for the Lesson: Students will learn differences between rural and urban areas based on what they learned from the Read-aloud and their personal experiences.

Description of classroom, grade level, and students:

This unit is for a First grade class. There are 20 students who are at average grade level and one child who has been identified as having learning disabilities. Students are still learning how to become independent readers.

The students' desks are arranged in 5 groups of four students all around the room. There is a carpet on the floor right in front of the Smartboard where students gather when the teacher gives instruction or teaches a lesson.

There are also two computers in the back of the classroom along the back wall.

Student Objectives for the lesson. (Given a condition, the students will, to what level).

Given magazines and a table, students will be able to sort pictures according to rural and urban characteristics by correctly completing 80% of the activity.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).

The first part of the lesson would be reading the book and checking their understanding of it by asking them comprehension questions. (20 minutes). Next, we will look at the pictures and review the characteristics of each area. (10minutes). Finally, we will work on a sorting activity on the smartboard where children will sort the pictures in the corresponding column. (15 minutes)

On the next day, the students will get a quick overview of what we did the day before. Ask them to tell the story again and ask them orally what would belong to a rural area and then an urban area. (10 minutes)

Then, give them a worksheet and magazines where they will cut out pictures to paste into the different columns. (30 minutes)

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

45 minutes:

- Introduce lesson on rural and urban areas by telling them what they will be working on today. Make sure that they understand that rural means "country" and urban means "city".
- Show the book Town Mouse, Country Mouse (by Jan Brett) to them. Ask them what the story may be about. While reading point at the different characteristics of each area and ask the children some comprehension or vocabulary questions.
- Ask children to retell the story.

- Show the pictures to them again while going over the story.
- Introduce the Smart board sorting activity to them by giving them directions. Sort the pictures according to where they belong. Model one example and then let children participate and drag the pictures in each column.
- Review the whole activity with them and provide feedback

On the next day: (40 minutes)

- Quickly review what we did yesterday and briefly retell the story.
- Finally, give each child a worksheet on which appears a similar table. Give a stack of magazine to each table and tell the children to cut and paste pictures from the magazine according to the area they belong to. (Skycrapers: Urban/ Sheep: country) Let them know they need to be careful about the size of their pictures since they have to fit in the column.

PASS Content Standards Addressed (Copy and Paste from:
<http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 2: The student will examine neighborhoods/communities from a spatial perspective.

1. Name, identify pictorial examples, and describe distinguishing features of the two basic areas in which people live: cities (urban) and the country (rural).

PASS Instructional Technology Standards (Copy and Paste from:
<http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 5: The student will demonstrate knowledge of technology research tools.

2. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

Students will cut pictures out of magazines and paste at least 8 pictures in the adequate columns (urban or rural). Remind them that they need to have at least 4 pictures in each column.

Accommodations: How might the lesson need to be adapted for students with special needs?

In this First grade class, there is a child with learning disabilities. I would simply give this child more time to complete the activity and maybe have a little discussion with him to ensure that he understand the differences between rural and urban areas. If he didn't I might do a picture walk with him by showing the book to him once more.

Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

- *Town Mouse, Country Mouse* by Jan Brett
- Smartboard with table and pictures to sort
- Magazines
- Worksheets
- Scissors
- Glue