

Dreamy Playgrounds

Kori Trainor

3rd - 5th grade

7/13/15 - 7/16/15

II. Introduction

Rationale:

The skills, content, and concepts that students will be using in this unit are important because it will help them problem solve situations. It will also help them create a plan for a scenario that is presented to them. It also gives them a chance to participate in a learning service project that can impact others and better a community.

Differentiation for Gifted Learners:

This unit is beneficial to gifted learners because it allows them to use their creativity to produce a model of their dream playground. The content has multiple layers because they first will explore different types of playgrounds such as a regular playground and a playground designed for handicapped children. This will broaden their ideas of different types of playgrounds. They will figure out how they can create a safe playground for children to use. They will also create a budget and think of ways to fund their playground. The process that students will go through will be research, plan, and create. They will research the type of playground equipment they would want, the cost, create a blueprint plan of how they would construct it, and then create a model of their own design. The students will create a product consisting of a model of their playground design to show their thought concept. The learning environment is varied to the needs of each student. They will use laptops to research information, they will have sketch pads to draw out their design and plan, they will have the ability to sit at a desk if they choose, they will be allowed to collaborate and share ideas with others in the class in a Socratic Seminar. The students will be challenged to create their own model of a playground and make it safe enough for children to play at. They will use their creativity to design the playground. This unit will be complex and accelerate the students because they will also have to create a budget for their plan.

Population of Gifted Children:

Students of any socioeconomic background could participate in this unit. Their interest would need to be geared toward creating and building objects. They would also need to have an interest in math and working with numbers. They could have a strong sense of fairness and rights of others. They would use these strengths to advocate for a community in need of change and for others that may be handicapped and not able to play on a regular playground. Their backgrounds of where they have lived or currently live would be beneficial in thinking about how their community structure looks and the area in which they lived. Their background of places they have visited will also be beneficial because they can compare if they live in a more rural type community compared to a more urban community. Their background knowledge and experiences would impact a great deal of their design and budget of their playground.

III. Goals and Outcomes

Content Goal:

The content goal of Dreamy Playgrounds that will be addressed will be:

- students will know that change can help a community
- people can influence a community or a situation
- community change helps meet people's needs
- Playgrounds serve as an area for exercise
- Playgrounds serve as a meeting place for people in the community
- Communication is achieved when information is exchanged through written and visual imagery.
- One playground is more inviting because of the equipment to play on.
- One playground is uninviting because of the broken equipment and overgrown grass.
- People can change an area to a place they would want to spend their time.
- Explain how two pictures are similar but different at the same time.
- Students will know that children are born with disabilities.
- Students will know that disabilities affect the way that children interact with others.
- Students will know that playgrounds need to be safe for everyone.
- Students will know ways to make a playground a fun and safe place to play.
- Students will know that it takes money to improve an area.
- Students will know that the cost of a new playground is expensive.
- Students will know that money is used to buy goods and services for a want or a need.
- Students will know of ways to fund a project.

These goals address the Common Core and NC Essential Standards in social studies, language arts, and math:

Social Studies

- 3. C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.

- 3. G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.
- 3. H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over times.
- 3. H.2.2 Explain how multiple perspectives are portrayed through historical narratives.
- 3. C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.
- 3. C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.
- 4. H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

Language Arts Standard Course of Study:

- SL. 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics Standard Course of Study:

- 4.NBT.3 USE place value understanding to round multi-digit whole numbers to any place.
- 4.NBT.4 Fluently ADD and SUBTRACT multi-digit whole numbers using the standard algorithm.
- 4.OA.3 SOLVE multi-step word problems posed with whole numbers and having whole-number answers using the operations (of addition and subtraction). REPRESENT these problems using equations with a letter standing for the unknown quantity. ASSESS the reasonableness of answers using mental computation and estimation strategies including rounding.

Process Goal:

The process goal of Dreamy Playgrounds that will be addressed will be:

- Students will be able to compare and contrast.
- Students will be able to make generalizations and predictions based on content knowledge.
- Students will be able to use research skills to gain knowledge.

- Students will be able to craft questions and/or use inquiry to make connections.
- Students will analyze content to determine relevant
- Analyze examples of a community from visual content.
- Infer how their appearance can influence the people that go to a playground.
- Access, organize and apply information.
- Use spoken, written, and visual forms of communication to effectively discuss issues in a community.
- Use creative problem solving skills to express complex concepts.
- Students will be able to compare and contrast.
- Students will be able to make generalizations and predictions based on content knowledge.
- Students will be able to craft questions and /or use inquiry to make connections.
- Students will analyze content to determine relevant information. Students will be able to compare and contrast.
- Students will be able to make generalizations and predictions based on content knowledge.
- Students will be able to craft questions and /or use inquiry to make connections.
- Students will analyze content to determine relevant information.

Concept Goal:

The concept goal of Dreamy Playgrounds that will be people influence change. They will explore how people can make a difference and change a community when needed.

IV. Assessment Plan:

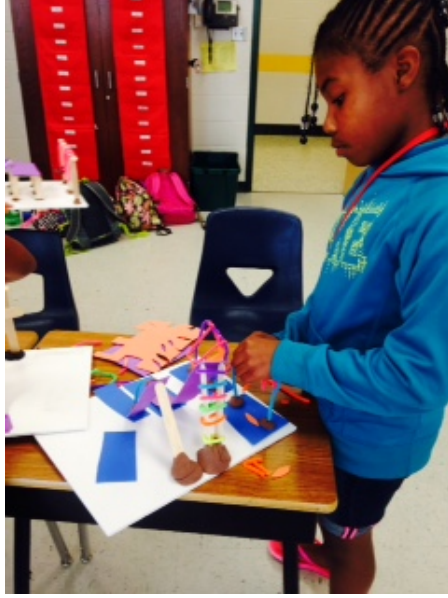
Formative Assessment:

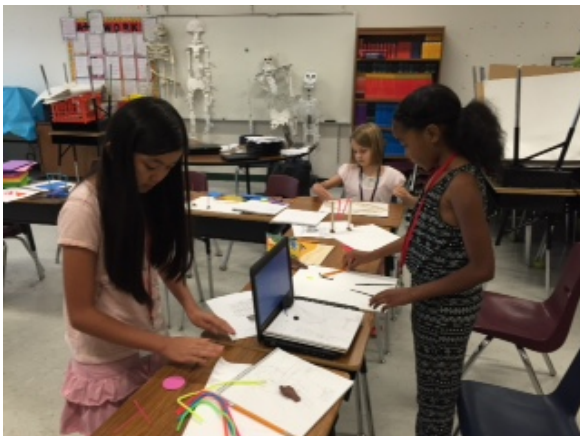
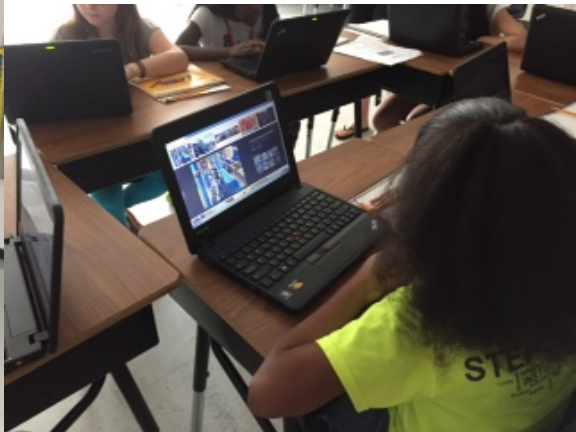
I will be using a variety of formative assessments to analyze the student's progress. Some assessments will include notes gathered from group discussions, Socratic seminar discussions, notes that students make in the margins of their articles, sketching and planning their own model of a playground, and a budget they will create to fund their playground.

Summative Assessment:

The students will work toward a performance task to depict the knowledge they have gained during this unit. The students will be instructed to:

Imagine you are a Clean and Green Environmentalist Organization proposing a neighborhood project to the town council. The project includes cleaning up a vacant area and presenting the idea of creating a playground. The organization does not want the vacant lot to become vandalized, littered, or an area of misconduct. Create a presentation with a model of your playground for the town council to review. Your presentation should include a plan to clean up the area, a playground design, and a way to fund the project.





V. Lesson Plans

TEACHER NAME		Lesson #
Kori Trainor		1
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Social Studies	3
CONCEPTUAL LENS		LESSON TOPIC
Community Change		The impact of change on a community
LEARNING OBJECTIVES(from State/Local Curriculum)		
<ul style="list-style-type: none"> 3. C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment. 3. G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
People influence change.		How can people influence change?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> Students will know that change can help a community. Students will know that people influence a community or situation. Students will know that community change helps meet their needs. 		<ul style="list-style-type: none"> Students will be able to compare and contrast. Students will be able to make generalizations and predictions based on content knowledge. Students will be able to use research skills to gain knowledge. Students will be able to craft questions and/or use inquiry to make connections. Students will analyze content to determine relevant
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ol style="list-style-type: none"> 1. What is change? 2. What are the elements or components, which make up change? 3. How does where people live impact the change in their community? 4. How does our hobbies impact our time? 5. How do our hobbies impact our community? 6. Where do people get resources to change 	<ol style="list-style-type: none"> 1. What are some ways to raise money for a new playground in a community? 2. Why is there a need for a playground in a community? 3. How can a playground meet the needs of all people? 4. What factors could make change challenging? 	<ol style="list-style-type: none"> 1. How would you raise money for a new playground in a community? 2. What would you base your focus of change on? 3. How would you get the people in your community involved? 4. How can people influence change?

<p>their community?</p> <p>7. What determines the resources available to a community?</p>		
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students will have two articles to read and then discuss.</p>	<p>Students will read one article and circle words that they might not understand or think that someone else might not understand. They also can underline any phrases that they feel could be important. They can write questions they have in the margins. After everyone has finished reading their article, they will get into two groups, and inner group and an outer group. The inner group will discuss the article while the outer group will observe one person of the inner group. They will switch positions and follow the same procedures. Students will reflect on what they have learned and observed.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Show students this video of kids playing at a playground https://www.youtube.com/watch?v=wn49vyH0s_E

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Give students this article to read silently [A Playground Problem](#). Instruct them to circle words that they do not understand or think that someone else might not understand. Also as they are reading they should underline phrases that they feel is important to understand the story and write questions that they have in the margins.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher instructs them to get into an inner circle and an outer circle. The teacher will pose the question to the inner circle: Can people influence change? While the inner circle is discussing this, the outer circle will pick one student to observe and think about how they interact with the other students during this discussion. The students on the inner circle will begin by discussing their thoughts and ideas about the question that has been posed to them. This will lead other questions that can be discussed that were thought of during the reading. The students that are in the outer circle are to observe the way that a student in the inner circle interacts with the others. At a good breaking point, the teacher will instruct the students to switch positions and roles.

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Instruct the students to return to their seats and they will read the following article: [A Playground For Everyone](#) <http://www.readworks.org/passages/playgrounds-everyone>. They will follow the same procedure as before while reading the article. Students will come back to form the inner and outer circles. They will follow the same procedures as before and discuss: How did this article change your perspective and how can people influence change? The outer circle will observe while the inner circle will discuss. At a good breaking point, the teacher will instruct the students to switch positions and roles.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will reflect on the experience that they had and write out a plan to design a playground that they feel would meet the needs of different groups of kids. They would also need to include how their playground design could be funded and a design of how it would look.

Rubric for Evaluation

3 – Student’s reflected on their experience while being in the inner and outer circle.	2- Student’s reflected on their experience on either being in the inner or outer circle.	1 – Student’s reflected on their experience but did not make it clear if it was the inner or outer circle participation.
3 – Student’s playground design meets the needs of many different groups on kids.	2 – Student’s playground design meets the needs of 2 groups of kids.	1 – Student’s playground design does not meet the needs of different groups of kids.
3 – Student’s design is clear in how it would look and a plan of how it could be funded is feasible.	2 – Student’s design is somewhat clear in how it would look and the beginning of a plan of how it could be funded is feasible.	1 – Student’s design is not clear in how it would look and the plan of how it could be funded is not feasible.

A Playground Problem

By Rachelle Kreisman



Have you ever built a model? A model is a small copy of something. People make models of buildings, cars, and many other things. Models can be fun to build. They also can communicate ideas to other people.

Let's say your town wants to build a playground. However, the town has only a small amount of money to spend.

People are chosen to design and build the playground. They know they must keep costs low. The design team decides to save money by reusing materials. The team will use old tires to make swings. The designers will recycle plastic bottles and milk jugs to make rides. Someone suggests building play tunnels out of old plastic tubes.

Those ideas will save money. The ideas will also help the earth by not making more trash.

The team builds a model using recycled materials. The designers bring their model to the town leaders. The leaders look it over. They ask lots of questions. The leaders ask for some changes, but they like what they see.

The model helps everyone understand how the playground can work. Soon, the playground is built. It looks like the model, only much bigger!

Playgrounds for Everyone

By Linda Ruggieri



Playgrounds are places built for kids to have fun in. The best playgrounds are set up so that children can play safely while getting exercise. Lots of playgrounds include swings, slides, climbers, and other things to have fun.

Playgrounds were not always fun for all kids, however. Children in wheelchairs and kids with vision or hearing problems found it difficult to get around a playground. Some could not walk up or down steps. Others could not sit on the swings. The playgrounds were not safe places for them.

A few years ago, some people wanted to fix that problem. They found a **solution**. They raised money to build playgrounds where all kids can play together.

New playgrounds were built with low steps or ramps. Those changes have made it easier for some children. The new equipment also has handrails for kids to grab and pull themselves up.

The changes also have made playgrounds more fun for all children. Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain.

These new playgrounds help everyone get in on the fun!

TEACHER NAME		Lesson #
Kori Trainor		2
MODEL	CONTENT AREA	GRADE LEVEL
Virtual Thinking Strategy	Social Studies	3rd
CONCEPTUAL LENS		LESSON TOPIC
Change		Influencing your community
LEARNING OBJECTIVES (from State/Local Curriculum)		
<ul style="list-style-type: none"> • 3. H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over times. • 3. H.2.2 Explain how multiple perspectives are portrayed through historical narratives. • 3. C.1.2 Exemplify how various groups show artistic expression within the local and regional communities. • 3. C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
People influence change.		How can people influence change?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> • Playgrounds serve as an area for exercise. • Playgrounds serve as a meeting place for people in the community. • Communication is achieved when information is exchanged through written and visual imagery. • One playground is more inviting because of the equipment to play on. • One playground is uninviting because of the broken equipment and overgrown grass. • People can change an area to a place they would want to spend their time. • Explain how two pictures are similar but different at the same time. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze examples of a community from visual content. • Infer how the appearance can influence the people that go to a playground. • Access, organize and apply information. • Use spoken, written, and visual forms of communication to effectively discuss issues in a community. • Use creative problem solving skills to express complex concepts.

GUIDING QUESTIONS			
<i>What questions will be asked to support instruction?</i>			
<i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<p>What types of pictures did you draw?</p> <p>How did you decide what you would draw?</p> <p>What meaning does your drawing have to you?</p> <p>What meaning do you want others to get from your drawing?</p> <p>What do you think any artist wants others to know by what is included in his/her artwork?</p> <p>What did you reveal about your community through your artwork?</p> <p>What did you reveal about your perspective of what fun means to you?</p>	<p>What do you think is going on in the two pictures?</p> <p>What do you see that makes you say that?</p> <p>What else can you find in these pictures?</p> <p>What do you think people in these pictures would be feeling?</p>	<p>What are the differences between the pictures?</p> <p>What do the pictures tell us about the community?</p> <p>Why do you say that?</p> <p>How can people influence their community?</p>	
DIFFERENTIATION			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
	Students use observation and critical thinking to create individual and personal meaning by seeing the Virtual Thinking Skills model.	Students will create a presentation of their choice of how they think a playground would best influence their community.	

PLANNED LEARNING EXPERIENCES
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
<p>Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</p> <p>When students enter the classroom, the teacher provides a sheet of blank drawing paper and markers. She instructs students to draw a picture, a scene depicting something that they feel would be fun to do outside. After five minutes of drawing time, the teacher asks the pre-lesson questions.</p> <p>Background: Students have studied the roles of others in their community in Social Studies. This lesson is to create a knowledge that they can influence their community.</p> <p>After three minutes of observation, the teacher asks the pre-lesson questions. The teacher allows time for students to respond to questions.</p> <p>What types of pictures did you draw?</p> <p>How did you decide what you would draw?</p> <p>What meaning does your drawing have to you?</p> <p>What meaning do you want others to get from your drawing?</p> <p>What do you think any artist wants others to know by what is included in his/her artwork?</p> <p>What did you reveal about your community through your artwork?</p> <p>What did you reveal about your perspective of what fun means to you?</p> <p>Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop</p>

fundamental awareness of the nature of the materials and ideas.

The teacher reveals the two pictures on the SmartBoard. The teacher gathers students around the picture and instructs them to observe the two pictures without speaking. The teacher allows three minutes for students to observe the pictures in silence.



Background: Students have studied how communities have changed over time in Social Studies. This lesson is to create knowledge that they can influence their community.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers*

to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

After three minutes of observation, the teacher asks the during-lesson questions. The teacher allows time for students to respond to the questions. Time is allowed for students to comment and to expand on comments made by their peers.

What do you think is going on in the two pictures?

What do you see that makes you say that?

What else can you find in these pictures?

What do you think people in these pictures would be feeling?

Responses should identify that the pictures reveal an abandoned playground and a playground that is well kept and inviting. The well maintained playground would be much safer and used by families with children.

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are divided into groups. They are provided with cards which have the post-lesson questions. Students are instructed to read, discuss and record their responses to the questions on the cards. (See post-lesson questions.)

After 10 minutes, the teacher asks groups to share their responses, question by question. Discussion is facilitated by the teacher as she asks probing questions:

Why do you say that?

What else do you see that lead you to that decision?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Summary of the lesson is provided by the teacher:

What do you think the photographer is trying to tell us about the playgrounds in these pictures?

How is community depicted in these pictures?

From your perspective, what type of community would have the top playground?

From your perspective, what type of community would have the bottom playground?

From your perspective, what is the perspective of the community?

How can playgrounds influence a community?

Students are provided a blank piece of drawing paper and markers. Students are instructed to create a presentation of a playground that would best influence a community.

Students are assessed on a rubric which includes:

Identification of an influence on a community.

Detail in the presentation.

TEACHER NAME		Lesson #
Kori Trainor		3
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Social Studies	4
CONCEPTUAL LENS		LESSON TOPIC
Change		Influencing your community
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>Social Studies Standard Course of Study: 4. H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</p> <p>Language Arts Standard Course of Study: SL. 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
People influence change		How can people influence change?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> Students will know that children are born with disabilities. Students will know that disabilities affect the way that children interact with others. Students will know that playgrounds need to be safe for everyone. Students will know ways to make a playground a fun and safe place to play. 		<ul style="list-style-type: none"> Students will be able to compare and contrast. Students will be able to make generalizations and predictions based on content knowledge. Students will be able to craft questions and /or use inquiry to make connections. Students will analyze content to determine relevant information.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ol style="list-style-type: none"> What is safety? What are the elements or components, which make up safety? How does where people live impact their safety? How do the choices we make reflect our safety? What other factors influence people's safety? Where do people practice safety? What determines the safety 	<ol style="list-style-type: none"> What evidence did you use to support your choice of creating a safe playground? How did you use the photographs to inform your decision about what the safety regulations? What factors shape the safety regulations? What role does geography play in determining safety? In what ways does where you live determine the 	<ol style="list-style-type: none"> What factors influence what other people have the ability to do? What factors influence what your safety? How do the choices you make reflect your safety? How do other peoples' abilities affect their safety? What role does geography play in determining safety? How has the role geography plays in determining safety

<p>regulations in an area?</p> <p>8. What are safety regulations?</p> <p>9. How does safety regulations shape what we in our community?</p> <p>10. Why do people in different places have different safety requirements?</p>	<p>safety regulations?</p>	<p>changed or stayed the same over time?</p> <p>7. What factors influence why safety regulations differ or remain the same?</p> <p>8. What common threads connect all the safety concerns of people?</p> <p>9. How can people influence their community?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The collaborative working groups have additional resources to explore.</p>		<p>Use their creativity and knowledge and understanding needed for the safety regulations.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the classroom, there are pictures of playground equipment being flashed on the Smart Board. Sounds of children playing and laughing play in the background.

Teacher refers students to the pictures and asks: What have you seen or played on before? What looked interesting?

Teacher records responses on Smart Board. She asks: How does the equipment at your school compare to the equipment on the screen? How are they alike? How are they different?

Students work with a partner, one is blindfolded and the other is the guide. The one that is blindfolded will be instructed to maneuver around the room and their partner will act as their guide. Instruct students to switch roles. Ask students to share what difficulties they had and the teacher records the responses on the board.

Ask students to now imagine they are on a playground and want to play with their friends but they have physical disabilities. Ask students what are some of the things that would be difficult to do on the playground with a physical disability. The teacher records their responses on the board.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students work in groups to think of ways that a playground and the equipment could be a difficult place for children with disabilities. As a group, the students need to think about ways to make the playground and equipment assessable and safe to all children. After their discussion, students should compile a list of 5 ways to make the playground or equipment safe for all children. The teacher circulates during this exploration to facilitate groups.

Explain- *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Teacher then asks the Pre-Lesson Questions listed above. Students are called on for responses to teacher questions and are encouraged to ask one of their own questions or make a connection to one of their questions when answering the teacher's questions.

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be asked to get back into their groups and discuss any new safety concerns that would be on the playground. Students answer during lesson questions at this time. (these questions are listed above) Answers to all questions are discussed with the whole group.

Students are instructed to continue working on their performance task and incorporate their ideas for safety concerns for their playground design.

When all students have finished adding their safety concerns, the teacher asks the Post Lesson Questions (see list above). Students' volunteer answers and feedback from multiple students is discussed.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher ends independent work time by announcing it is close to time for class to end. The teacher asks for questions from the students about what they learned during the lesson.

The teacher then requests: Tell me something you discovered today through your investigations that caused you to think and why it made you think. Tell me something you discovered today that surprised you and why it surprised you. Tell me something you discovered today that you want to share with someone else and why you want to share this knowledge.

The teacher takes three or four volunteers for each question.

Finally, students are given an index card on which to write a response. Teacher says: Based on what we have learned today, answer the following question: In what ways can people influence their community?

TEACHER NAME		Lesson #
Kori Trainor		3
MODEL	CONTENT AREA	GRADE LEVEL
Problem Solving	Social Studies	4
CONCEPTUAL LENS		LESSON TOPIC
Change		Influencing your community
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>Social Studies Standard Course of Study: 4. H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</p> <p>Language Arts Standard Course of Study: SL. 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Mathematics Standard Course of Study: 4.NBT.3 USE place value understanding to round multi-digit whole numbers to any place. 4.NBT.4 Fluently ADD and SUBTRACT multi-digit whole numbers using the standard algorithm. 4.OA.3 SOLVE multi-step word problems posed with whole numbers and having whole-number answers using the operations (of addition and subtraction). REPRESENT these problems using equations with a letter standing for the unknown quantity. ASSESS the reasonableness of answers using mental computation and estimation strategies including rounding.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
People influence change		How can people influence change?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> • Students will know that it takes money to improve an area. • Students will know that the cost of a new playground is expensive. • Students will know that money is used to buy goods and services for a want or a need. • Students will know of ways to fund a project. 		<ul style="list-style-type: none"> • Students will be able to compare and contrast. • Students will be able to make generalizations and predictions based on content knowledge. • Students will be able to craft questions and /or use inquiry to make connections. • Students will analyze content to determine relevant information.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
11. What is the use of money? 12. How has the use of money changed over the years? 13. How do you make a plan to fund a project? 14. How do you create a budget for a project?	6. What evidence did you use to support your choice of creating a budget? 7. How did you use the photographs to inform your funders about your project? 8. What factors shape the budget? 9. What role does geography play in determining your budget? 10. In what ways does where you live determine the budget of your playground?	10. What factors influence what other people have the ability to do financially? 11. What factors influence what your budget could be? 12. How do the choices you make reflect your budget planning? 13. How do other peoples' abilities affect your budget planning? 14. What role does geography play in determining your budget? 15. What factors influence why the budget would differ or remain the same? 16. What common threads connect all the playground and budget concerns of people? 17. How can people influence their community?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The collaborative working groups have additional resources to explore.		Use their creativity and knowledge and understanding needed for the budget and designing of a playground.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

After students enter the classroom, I will read Money Madness by David A. Adler. Throughout the reading we will discuss the different forms of money throughout history and why and how money is used.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students work on the computer to research different playground equipment they would like to have in their playground design. They need to research to find the price of each piece of equipment they plan to have in their design plan. They also need to research and plan the cost of installing the equipment.

Explain- *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Teacher then asks the Pre-Lesson Questions listed above. Students are called on for responses to teacher questions and are encouraged to ask one of their own questions or make a connection to one of their questions when answering the teacher's questions.

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be asked to create a detailed budget of the expense of the playground equipment and the cost of making the playground area safe. Students will be asked to include an idea of how to fund their project that would be presented to the town council and possible funders.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher ends independent work time by announcing it is close to time for class to end. The teacher asks for questions from the students about what they learned during the lesson.

The teacher then requests: Tell me something you discovered today through your investigations that caused you to think and why it made you think. Tell me something you discovered today that surprised you and why it surprised you. Tell me something you discovered today that you want to share with someone else and why you want to share this knowledge.

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Resources:

Adler, D., & Miller, E. (2009). *Money madness*. New York: Holiday House.

ReadWorks.org | Reading Passages. (n.d.). Retrieved July 15, 2015.