

Lesson Plans for Grade 2

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| Grade: 2 | Week: 24 |
| Character Trait: Justice | Estimated Lesson Length: 30 min |
| SOL Addressed: History and Social Studies: Civics 2.10c – The student will explain the responsibilities of a good citizen, with emphasis on describing actions that can improve the school and community English: Oral Language 2.2a – The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. English: Oral Language 2.3a – The student will use oral communication skills. a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. | |
| Learning Goal: Students will think about what makes the design of different spaces accessible or not accessible. | |

Summary:

Francine Frog will introduce today's lesson about justice. The teacher will provide a definition and example of justice, making connections to prior knowledge and the previous week's lesson. Next the teacher will read aloud the text *Susan Laughs* by Jeanne Willis. The teacher will lead a discussion about the design of spaces to support equal access and provide justice. If time allows, students will walk around the school looking at the various spaces for their ability to provide equal access to all students. Students will compare two photographs of different playgrounds and discuss the ability of all students to play in the different options. Next students will design a space so that it is more inclusive of students with disabilities. Lastly, the teacher will guide students to make the connection between their designs and justice.

Lesson Materials - Promethean Flipchart for Grade 2 or a white board and dry erase markers, attached photographs, illustration materials, *Susan Laughs* by Jeanne Willis

*In the lesson description below, items with asterisks have accompanied flipchart pages in the Grade 2 file.

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Lesson

- *Anticipatory Set (introduction & accessing prior knowledge):*
 - **Greet students** with Francine Frog.*
 - **Remind students** of the character trait Francine represents: Fairness.
 - **Explain** that today Francine is going to help us learn about *justice*.*
- *Direct Instruction (I Do):*
 - *Justice* is another way to describe acting fairly. What are some ways we can show fairness to our fellow citizens? (Brainstorm with students, guiding when needed.)
 - Treat people the way you want to be treated
 - Take Turns
 - Be Fair
 - Tell the truth
 - Play by the rules
 - Try to relate to student's prior knowledge
 - Make the connection to the lesson from the previous week with fraction and fairness.
- *Guided Practice (We Do)*
 - The teacher will read aloud the text from *Susan Laughs* by Jeanne Willis.
 - As the text is read, the teacher will lead a discussion about the design of spaces to support equal access and provide justice.
 - If time allows students will walk around the school looking at the various spaces for their ability to provide equal access to all students.
 - Cafeteria, auditorium, classrooms, stairways, playground
 - Next the teacher will present students with two photographs of different playgrounds and discuss the ability of all students to play in the different options (attached on next page).*
- *Independent Practice (I Do)*
 - Then the students will design a space so that it is more inclusive of students with disabilities.
 - Lastly the teacher will guide students to make the connection between their designs and justice
- *Assessment*
 - Review students' participation in the whole class discussion and review their designs looking for evidence of the understanding of justice.
- *Extension Activity*
 - Discuss justice and equitable distribution in other ways, such as in work assignments. Is it fair to give everybody a similar assignment?

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Would it be just to have some students stand up while letting other students sit down during the class? Would it be just to give timeouts for talking to some students, but not to give them to other students? Discuss how it is a challenge for a teacher to try to make sure that he/she is just in the intervention one uses with the students, and if the students are just with each other - fair, sharing, taking turns, and treating each other as equals.

- Reinforce the idea of treating each other as equals throughout the day, week and school year.
- Read stories from literature or personal examples from the classroom and the school where these issues are relevant.
 - Through My Eyes by Ruby Bridges
 - My Name Is Maria Isabel by Alma Flor Ada
 - We Are All Born Free: The Universal Declaration of Human Rights in Pictures by Amnesty International

