“Chatting Across the USA” Lesson Plan

Grades: K-1

Standards:

New Mexico State standards

English Language Arts

Strand 2: Writing and speaking for expression. Content standard 2. Students will communicate effectively through speaking and writing. (1) Grades K-4 benchmark 2-A: Demonstrate competence in speaking to convey information (a) Grade K performance standards: (i) Retell, reenact or dramatize stories or parts of stories, including personal events. (ii) Use correct words to name objects or tell actions. (iii) Use speaking skills to connect experiences by: listening to and retelling stories, discussing and dramatizing stories, discovering relationships, taking turns, expressing ideas and asking questions (iv) Use a variety of sentence patterns (v) Ask questions to resolve confusion about a topic (vi) Clarify and sort words by general categories.

Mathematics

Strand: Algebra. Content standard 2: Students will understand algebraic concepts and applications (1) Grades K-4 benchmark 1: Understand patterns, relations and functions (a) Grade K performance standards: (i) Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying). (ii) Sort, classify and order objects by size, number and other properties. (iii) Recognize, reproduce, describe, extend and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers). (4) Grades K-4 benchmark 4: Use visualization, spatial reasoning and geometric modeling to solve problems (a) Grade K performance standards: (i) Describe how to get from one location to another (e.g., how to get to the library). Strand: Data analysis and probability. Content standard 5: Students will understand how to formulate questions, analyze data, and determine probabilities. (1) Grades K-4 benchmark 1: Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them. (a) Grade K performance standard: Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data and record the results using objects, pictures and pictographs) (2) Grades K-4 benchmark 2: Select and use appropriate statistical methods to analyze data. (a) Grade K performance standards: (i) Describe simple data. (ii) Pose questions about the data.

Social Studies

Strand 1: History.

Content standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history, in order to understand the complexity of the human experience. Students will: (1) grades K-4 benchmark 1-A. New Mexico: describe how contemporary and historical people and events have influenced New Mexico communities and regions; (a) grade K performance standard: identify the customs, celebrations and holidays of various cultures in New Mexico; (2) grades K-4 benchmark 1-B. United States: understand connections among historical events, people and symbols significant to United States history and cultures; (a) grade K performance standard: demonstrate an awareness of community leaders; (3) grades K-4 benchmark 1-C. World: identify and describe similar historical characteristics of the United States and its neighboring countries; (a) grade K performance standard: identify the local, state and national symbols (e.g., flag, bird, song); (4) grades K-4 benchmark 1-D. Skills: understand time passage and chronology; (a) grade K performance standard: understand the concept of past and present;

Strand 2: Geography - Content standard

2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments. Students will: (1) grades K-4 benchmark 2-A: understand the concept of location by using and constructing maps, globes and other geographic tools to identify and derive information about people, places and environments (a) grade K performance standards: (i) define relative location of items in the physical environment in terms of over, under, near, far, up and down; (ii) define personal direction of front, back, left and right; (2) grades K-4 benchmark 2-B: distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions and patterns of change; (a) grade K performance standard: identify natural characteristics of places (e.g., climate, topography); (5) grades K-4 benchmark 2-E: describe how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict (a) grade K performance standard: identify classroom population; (6) grades K-4 benchmark 2-F: describe how natural and man-made changes affect the meaning, use, distribution and value of resources (a) grade K performance standard: identify natural resources; (2) grades K-4 benchmark 3-B: identify and describe the symbols, icons, songs, traditions and leaders of local, state, tribal and national levels that exemplify ideals and provide continuity and a sense of community across time; (a) grade K performance standards: (i) recognize and name symbols and activities of the United States, New Mexico and tribes, to include: United States symbols (to include the flag, bald eagle, monuments), New Mexico symbols (to include the flag, Smokey Bear, state bird, chile), tribal symbols and activities (to include feast days, pottery, arts, storytelling);

Objective: To gain greater knowledge about different states and to share knowledge about New Mexico. Also, to be able to describe relationships amongst states.

Preparation: Sign up for the “Chatting Across the USA” program at <https://sites.google.com/site/chattingacrosstheusa/>. Contact the teacher of the partnered classroom and decide on the topics to be discussed and the amount of time spent on the discussion.

Practice setting up webcam and projector in the classroom and do a test run and double check that the program being used is available in the school.

Before the Chat: Talk with the class about the chat and assign who will be asking questions.

Discuss topics to be discussed with the partner class:

Population—Teacher will discuss the idea of population with the class. The class will then graph the population of the classroom—the number of boys vs. girls, the number of students wearing red vs. the number of students wearing blue, the number of students who brought lunch that day vs. the number who are buying. Teacher will evaluate the class by asking them to explain the graph and the idea of population.

Resources—Teacher will talk about what Natural Resources are and discuss the natural resources of New Mexico. Teacher will read a book having to do with resources.

Symbols-- Teacher will discuss what a symbol is and present the state symbols of New Mexico including the animal, flower, food, cookie, fish, etc. Students will then make a short book with written words and pictures of what the symbols are.

Geography—Teacher will show students a map of the United States and identify New Mexico and the state from which the partner class is. Class will then be shown the border states of New Mexico in order to better understand its location. Students will then be asked a few questions over exactly what was discussed to ensure understanding.

During the Chat: Students will be encouraged to take turns sharing information and asking questions of the other class. They will be expected to discuss state symbols and basic things about their everyday life.

After the Chat: The class will discuss how the chat went and the things they learned.

Unit: After several chats have taken place, the class will graph things like how many states had a bear for their animal or how many children were in the classroom in order to work on graphing skills and synthesis.