

## Second Grade Social Studies Spring Assessment

### COMMUNITY BOARD GAME ASSESSMENT

#### Materials:

- Poster board
- Questions cards
- Playing Pieces
- Dice
- Check list of assessment
- Community research question sheet (which includes all NYS standards)
- Rubric

#### **Teacher Directions:**

1. Students were given the opportunity to play various board games and were asked to notice if the directions were written clearly. Were the directions easy to follow? Why?
2. Students will be put in groups of two or three to make a two-dimensional community board game with directions.
3. It is critical that their directions are clearly written and easy to follow. (Directions are to be written on the back of the board game.)
4. Each group must generate at least a dozen community -related questions. The questions must include the information from the different sections of the rubric: the content section, compare/contrast/geography
5. Teacher collects all the questions, types the questions on the Community Research Question Sheet (attached) and randomly redistributes an equal amount of questions to each group. **NOTE:** Teacher must add any "Essential Questions" from the unit that the students missed. See "Essential Questions" attached.
6. Each group must find the answers to the questions using the Internet, non-fiction books, photographs, etc.
7. Teacher provides students with a community research question packet that consolidates all of the students' questions and answers. Student groups discuss all questions and answers.

8. Teacher types these questions and answers on colored index cards. The questions are on the front and the answers on the back. Laminate all cards. These become the playing cards for the game!
9. Each group then makes the board for the game. To do this, students will observe various game boards and create a list of features that game boards should have. For example each board has a start, finish, pick- up a card space, go back two spaces, game pieces, illustrations etc.
10. Students then create the game board on poster board.

#### **Procedure for Game:**

1. Introduction: Teacher explains that the class will play the board games that each group created.
2. The object of each game is to get to the finish line by answering all of the community questions correctly.
3. Student groups play one game.
4. One child is the question reader selected by the teacher.
5. Children take turns rolling the die and moving the correlating number of squares.
6. To differentiate instruction, if the player does not know the answer to the question, he/she can ask their teammates. If no one knows the answer, they can ask the teacher or look in a book etc.
7. Teacher walks around with the rubric and records student knowledge.

#### **Synthesizing Assessment**

- Each child fills out the student handout defining each community
- Each student orally or in writing describes which community he/she would like to live in using specific examples and key vocabulary.
- Some **choices** of activities are:
  - Postcard
  - Letter writing
  - Paragraph
  - Keynote
  - Brochure

