

Abe Lincoln/Nonfiction Lesson (Gettysburg Address)

Hannah Hanson

3/15/18

<p>Grade: 1st</p>	<p>Subject: Language Arts and Social Studies</p>
<p>Materials: "Just a Few Words, Mr. Lincoln" by Jean Fritz, letter paper and pencils</p>	<p>Technology Needed: SmartBoard</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>Language Arts:</p> <p>1.L1: Within the context of authentic English writing and speaking... Introduce: a. Capitalize dates and names of people. b. Use commas in dates and to separate single words in a series. c. Capitalize holidays, product names, and geographic names. d. Use commas in greetings and closings of letters. e. Use an apostrophe to form contractions and frequently occurring possessives. f. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). g. Capitalize important words in titles. h. Form and use possessives. i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). j. Use punctuation to separate items in a series. Practice: k. Use end punctuation for sentences. l. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. m. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. n. Use conventional spelling for high-frequency and other studied words. o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) Display proficiency in: p. Recognize and name end punctuation.</p> <p>1.RI.2 Identify the main topic and retell the key details of an informational text</p>	<p>Differentiation</p> <p>Below Proficiency: The student will use commas in one of the two places needed and write exactly what is in the model.</p> <p>Above Proficiency: The student will use commas in all of the correct places and add more than one fact about Abraham Lincoln.</p> <p>Approaching/Emerging Proficiency: The student will use commas in the correct places and write one fact about Abraham Lincoln.</p> <p>Modalities/Learning Preferences:</p> <p>Auditory: Students will listen to facts about Abraham Lincoln during the Read-Aloud process.</p> <p>Visual: Students will visually see the model for their letter on the SmartBoard.</p>

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<p>Social Studies:</p> <p>1.2.3 Identify the people and events honored in United States holidays (e.g., Thanksgiving, Independence Day, Veteran’s Day, Martin Luther King Jr. Day, President’s Day, Memorial Day, Columbus Day, Labor Day)</p>	
<p>Objective(s)</p> <p>By the end of the unit, the student will write a letter to a soldier overseas using the correct punctuation and informing the soldier about Abraham Lincoln and themselves.</p> <p>Bloom’s Taxonomy Cognitive Level: Relate</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will be together as a class during the reading and modeling. The students will write their letters independently at their desks.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will be active listeners during the reading and modeling. Students will write their letters at a Zone Five and independently.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>2</p>	<p>Set-up/Prep: Pull up the letter format on the SmartBoard and the joke website:</p> <p>http://www.primarygames.com/holidays/presidents/jokes.php (“What US President had long legs, a beard, and an unusual smell?...”)</p>
<p>2</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>“Boys and girls, we are going to finish learning about Abraham Lincoln today by finishing our book, so do you want to hear one more joke about Abraham Lincoln? (Read the joke)”</p>
<p>15</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>“Alright, boys and girls, we are going to finish reading our book about Abraham Lincoln, and I want you to listen with your detective hats on, so you can find more clues about Abraham Lincoln. Today, I especially want you to listen for clues about the speech that President Lincoln gives towards the end of the story.” (Finish the story)</p> <p>“Boys and girls, did President Lincoln write his speech just for the people who were there or did he write it for somebody else too? What was his speech about? The battle and the soldiers, that’s right! And if we go to the page about his speech, the book says that President Lincoln talked to those soldiers in his speech. We are going to do something like this today. Do you remember how we wrote our letters yesterday? (Pull up the letter format). This is the format we used. We are going to write letters again today, but today, we are going to write letters to soldiers just like Abraham Lincoln did with his speech. (Model as you explain). We are going to address the soldier by putting ‘Soldier’ or ‘Hero’ after the ‘Dear’. Do we put anything after the ‘Soldier’? That’s right, we put a comma! Next, we are going to tell the soldier about us. You are going to say your first name, that you are</p>

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	<p>a first-grader in North Dakota, and one fact about what you like to do. For example, I am going to write: 'My name is Ms. Hanson, and I am a teacher in North Dakota, and I like to read books.' Next, you are going to tell the soldier why you are writing to him by writing this: 'I just learned about Abraham Lincoln and how he gave a speech called the Gettysburg Address to thank the soldiers who died protecting their country. I wanted to say thank you, too. Thank you for protecting me.' And then you are going to write your favorite fact that you have learned about Abraham Lincoln. And then we close the letter by putting our comma where? That's right! Before our name! Good memory! And then we write our first name to tell the soldier who wrote the letter. I am going to leave this up here, so you know how to write your letters. You have about five to seven minutes to write your letters before Dailys, so if you do not finish you can work on it during Work on Writing in your Dailys or this afternoon. You are going to write your letter at your desk, and we are going to be at a Zone Five, which is what? No talking, that's right! You need to be at your desks and working in ten seconds. Ten, nine, eight, seven, six, five, four, three, two, one."</p>	
<p>5-7</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Allow time for the kids to work on their letters, answering any questions they may have. Ask questions of students like: "Why are you choosing this fact about Abraham Lincoln? Why do you think it's important to thank soldiers? Why do you think Abraham Lincoln thought it was important? How are you showing me that your sentence is beginning/ending? Where are your commas?" Give them a two minute warning.</p>	
<p>2</p>	<p>Review (wrap up and transition to next activity):</p> <p>"Students, today, we learned that Abraham Lincoln made a famous speech to the soldiers who died at Gettysburg to thank them for fighting for their country. This president thought it was important to thank the people who fight to protect America. What did we do to thank the soldiers who protect us? That's right, we wrote letters. We thanked soldiers just like Abraham Lincoln!"</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>The students' formative assessment is the students' participation in the modeling of the letter and recalling of the Gettysburg Address after the reading shown by a running record of those answers.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The summative assessment is the students' letters that they write to the soldiers containing one fact about Abraham Lincoln and written in the correct format.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Today's lesson went well in that the students were engaged during the reading and responded well to prompts, they were successful in working on their letters, and they were eager to show their knowledge of Abraham Lincoln. The modeling of how to write the letter was exceedingly beneficial for students to direct them and support them so that they believed they could complete it. The students enjoyed the book, and they responded well to my questions during the reading. The students learned more facts about Abraham Lincoln and were able to take their knowledge that Abraham Lincoln spoke to the soldiers and apply it to how they were writing letters to soldiers. I know that they learned this because they wrote their letters to the soldiers and explained to them why they were writing and what their favorite fact about Abraham Lincoln was.</p>		

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The changes I would make to this lesson would be including clear options for work for students who get done early and to model a favorite fact up on the board with the students so that they have an example of that specific piece.