


Abe Lincoln/Nonfiction Lesson 1

Hannah Hanson

3/13/18

<p>Grade: 1st</p>	<p>Subject: Language Arts and Social Studies</p>
<p>Materials: "Abe Lincoln's Hat" by Martha Brenner, three toy horses, a tall, black hat made out of paper, a letter addressed to Abraham Lincoln, paper, pencils, whiteboards and markers</p>	<p>Technology Needed: SmartBoard to display this picture from</p>  <p>the book:</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> <p>Scavenger Hunt</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.RI.1 Ask and answer questions about key details in an informational text.</p> <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>Differentiation</p> <p>Below Proficiency: Student's question about Abraham Lincoln will be about a simple fact such as where he was born.</p> <p>Above Proficiency: Student's question about Abraham Lincoln will exhibit thought that requires a full sentence answer or student will come up with more than one question.</p> <p>Approaching/Emerging Proficiency: Student's question about Abraham Lincoln will be about a lesser known fact.</p>
<p>Objective(s)</p> <p>By the end of the lesson, students will be able to answer questions about Abraham Lincoln and come up with their own question about Abraham Lincoln by completing a scavenger hunt based on Abraham Lincoln's life and "Abe Lincoln's Hat".</p> <p>Bloom's Taxonomy Cognitive Level: Recall, Analyze</p>	<p>Modalities/Learning Preferences:</p> <p>Auditory: Students will listen to the book detailing Abraham Lincoln's life.</p> <p>Visual: Students will look at the illustrations throughout the book for greater detail of Abraham Lincoln's life. Students will use the visual provided on the SmartBoard to recall information from yesterday's reading.</p> <p>Kinesthetic: Students will move about the room answering questions about Abraham Lincoln's life.</p>

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will be together as a class for the reading and then will be split into the following teams for the scavenger hunt (1 -Addy, Chris, Emilio, Haile, Jayden, 2- Brayah, Briggs, Mikey, Patience, Ace, 3-Gabby, Kail B., Mequonaseah, Shelby, Korban, 4-Paxton, Kale R., Elizabeth, Eli).</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will actively listen to the story and the teacher, and they will actively participate in the scavenger hunt. The students will provide their question as an exit slip.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>4</p>	<p>Set-up/Prep: Place black hat, letter addressed to Lincoln, and three toy horses around the classroom in hidden places. Pull up the image of Lincoln telling a joke on the SmartBoard. Print off the sheet of questions about Abraham Lincoln:</p> <ol style="list-style-type: none"> 1. What does Abraham Lincoln put in his hats? (for the hat) 2. This is the letter from Abraham Lincoln’s friend who is a lawyer. What happened to this letter? Did Lincoln reply to the letter right away? (for the letter) 3. What did Lincoln do to solve the case with the young horse? Can you reenact it for me with these horses? (for the horses)
<p>2</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Gather the kids to the carpet and have each student grab a whiteboard and a marker before they sit down. Have the students place the board and the marker on their laps until you tell them that they can touch them. “What if I told you, boys and girls, that I was going to fine you five dollars every time you laughed? This happened to somebody once, can you believe it? We are going to learn about this person today, and I want you to try to figure out if he actually got fined that five dollars or not.”</p>
<p>9</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>“This person’s name is Abraham Lincoln. He is our 16th president. Ms. Dehn taught you about George Washington a few weeks ago, was he a president? (Wait for response). That’s right, he was the first president. We are going to learn about Abraham Lincoln by reading this book about him. You guys are detectives today, and your mission is to learn all about Abraham Lincoln including if he got fined those five dollars. Now, really good detectives write down the facts about the case, don’t they? They write down what is important about the person and what happened, so that is what you guys are going to do now. You are going to write down or draw one or two interesting things that happened to Abraham Lincoln as we read the story. You have to be fast when you write or draw it so you don’t miss any other important facts, okay? Okay!</p> <p>Read the story.</p> <p>“Now kids, you are going to use your facts about Abraham Lincoln to do a scavenger hunt. They are three things around the room that has to do with Abraham Lincoln, and you are going to split up into your pods and try to find them. Once you find an item, you can raise your hand, and Mrs. Brilz or I will read you a question about what the item is, and you have to answer it before you get to move on, okay? Get in your pods. Ready, set, go!”</p>

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5	<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>Let the students find the items. Read them the questions regarding the items. Ask questions of the students like, "If you were Abraham Lincoln, would you keep your letters in your hat? Why or why not? What is another way to keep track of things? What do you think people thought of Abraham Lincoln after he solved the case with the horses? What questions would you ask Abraham Lincoln if you could? Why would you ask that question?" At the end of five minutes, or when the students find all three items, bring the students back to carpet. Put the picture of Abraham Lincoln telling a joke on the SmartBoard.</p>	
4	<p>Review (wrap up and transition to next activity):</p> <p>"What is happening in this picture? It is from the book. That's right, it is Abraham Lincoln telling the joke to the judge! So, did he get fined for laughing? No! Excellent detective work! Before you leave for Daily's, I want you to write down one question you have about Abraham Lincoln. Bring me your question before you leave for Dailys. This is a zone 5, you may go write your question now.</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>I will measure their learning throughout the lesson by observing the students' answers to the scavenger hunt questions and creating 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' questions about Abraham Lincoln.</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 very well. We were able to accomplish the objectives within the lesson time. The students were highly engaged during the scavenger hunt and during the reading. The students were able to make connections between George Washington and Abraham Lincoln using their prior knowledge. It was exciting to witness how they used their prior knowledge of presidents and ask questions and sort knowledge based on that prior knowledge. A few students were able to take the fact that some presidents were assassinated and ask questions about how Abraham Lincoln died, something which was not covered in the book. The students enjoyed looking for objects that reflected Abraham Lincoln and answering the questions. The students particularly enjoyed the representation of Abe Lincoln's tall, black hat which spurred them on to answering that question very quickly and accurately. Using the visuals of the objects to associate with the questions helped the students make connections and encode this information into their memory which was evidenced throughout the rest of the unit. The students enjoyed using the picture to recall information, but they really enjoyed acting out one of the events in the story with the case of the horses because they were able to incorporate their role as detectives during the reading and a bodily-kinesthetic activity. The students made predictions throughout the reading and gave their own reasoning behind events. The students' role as detectives during the reading helped them in making these predictions and giving of reasons and asking questions because it gave them a purpose during the reading, something to look for and focus on which is exceedingly helpful in the younger grades.</p> <p>I know the students learned facts about Abraham Lincoln like where he kept all his letters and how he solved one of his cases because the students were able to answer these questions throughout the scavenger hunt. I know that the students</p>		

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were able to take their knowledge of Abraham Lincoln one step further and ask a question about Abraham Lincoln because the students wrote a question down as their exit slip. These questions were well thought out and included questions like "How did Abraham Lincoln die?" and "Why did he keep his letters in his hat?". There were two students who chose not to participate, so I redid the lesson with those students during their free choice time which was unfortunate.

There are a few things I would change about the lesson. For example, the scavenger hunt was a little disorganized in that the students had to wait for me to read the question once they found an object, and sometimes they had to wait because I was with another group. One of the changes I would make to the lesson would be to designate one of the group members as the one to read the question and another member to be in charge of writing down the answer. That way the students could move from object to object until they had answered all the questions, and the entire class could go over the answers together so that there is no waiting for groups. It would also give individual people in the group different roles which would aid in participation of multiple people in the groups. If I ever adapted this lesson for older grades, I think I would also ask that each person in the group answer one question of the Scavenger Hunt to ensure that all people participate. I would also add more objects for the students to find. Additionally, there were a few terms throughout the book that proved difficult for the students in terms of comprehension, so I think I would pick out those terms ahead of time and talk about them before reading the next time I do this lesson. Lastly, I think I would add some differentiation in the exit slip at the end the next time I do this lesson. I think I would give the students the option of writing a question about Abraham Lincoln, and if they got done with that, they could add an idea for an object to go with that question to add to the scavenger hunt. They could draw that object or explain it. This would add choices for the students and an opportunity for more artistic children to showcase one of their strengths.