

Who was Ben Franklin? Preparing to use Ben's Guide

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Title/Role: Library Media Specialist-Retired

Organization/School Name: Chicago Public Schools

Location: Illinois

Grade Level: 1, 2

Type of Lesson: Lesson in a unit

Type of Schedule: Combination

Collaboration Continuum: Moderate

Content Area:

Language Arts

Social studies

Content Topic: Students are being prepared to use Ben's Guide and will first learn about Ben Franklin.

Standards for the 21st-Century Learner

Skills Indicator(s):

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.9 Collaborate with others to broaden and deepen understanding.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Dispositions Indicator(s):

1.2.3 Demonstrate creativity by using multiple resources and formats.

2.2.4 Demonstrate personal productivity by completing products to express learning.

3.2.3 Demonstrate teamwork by working productively with others.

Responsibilities Indicator(s):

1.3.5 Use information technology responsibly.

2.3.1 Connect understanding to the real world.

3.3.4 Create products that apply to authentic, real-world contexts.

Self-Assessment Strategies Indicator(s):

1.4.4 Seek appropriate help when it is needed.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Scenario: Students are preparing to learn about Congress and how Laws are made. they will be using the animated and colorful Ben's Guide as a script and narration. For background information, they will learn about Ben Franklin so they will understand why the teaching tool is called Ben's Guide.

Overview: This lesson is designed to teach the students about Ben Franklin so that when they start learning about how laws are made and using Ben's Guide, they will know who Ben was in American history. They will have evidence that will help them understand his role in the creating of the Constitution

and will now have prior knowledge.

Final Product: Students will have a new folder called Ben's Guide to which they can add components throughout the unit. They will have a picture of Ben Franklin and they will have written three biographical facts about him. The folders will be kept in the library in a bin for future use.

Library Lesson: The goal is to give students background information on Ben Franklin as a lead-in to the next component of the unit. The ultimate goal is to teach young students about laws and how they are made in Congress. With Ben's Guide being the central tool to achieve this, the students will know who Ben Franklin was and why this website was named for him.

Estimated Lesson Time: 45 minutes

Assessment

Product: Students will end the library session with a personal folder called Ben's Guide with their first and last name affixed to the front. Their first insert will be a coloring picture of Benjamin Franklin with the three biographical facts about him. These facts will be displayed on a large post it on an easel and also on a projected screen to give all students a chance to complete the tasks.

Process: The librarian will demonstrate how to create the folders and show students what a finished product looks like. She will have the new Ben's Guide website displayed and explain to the students that they are first learning about Benj Franklin so that they will understand who he was as they hear about Ben's Guide in the future. The librarian will have materials in place prior to students' arrival to make sure that the time on tasks is well-spent.

Student self-questioning: Students should ask themselves the following four questions: Do I have Ben's Guide spelled correctly on my folder? Did I add the apostrophe? Did I write my first and last name on my folder? Did I write the three facts about Ben Franklin correctly? Is my coloring of his clothes neatly done?

Instructional Plan

Resources students will use:

Dataset (ie. lists, tables, databases)

Still image (i.e. paintings, drawings, plans, and maps)

Interactive Resource (i.e. webpages, multimedia learning objects, chat services)

Service (i.e. photocopying service, bank service, interlibrary loans)

Interactive Resource URL: <http://beta.fdlp.gov/>

Resources instructor will use:

Projector

Laptop

Smart board

Instruction/Activities

Direct instruction: In the library, the librarian will have an 11 x 17 construction sheet and a coloring picture of Ben Franklin at their work stations when the students arrive. The coloring sheet will have five or so lines underneath the picture for writing. First, the librarian will demonstrate how students are to fold

their construction sheet in half to create a folder. Have them do so. They are to write the words: Ben's Guide in the middle and their personal names on the following facts about him on the provided lines: 1. very important man 2. statesman 3. signer of the Constitution. After these two tasks have been accomplished, students will color the picture of Ben Franklin and work with those at their tables. A picture of him will also be displayed on the Ben's Guide website so they can see the vivid colors of his clothes. At the end of the session, students will put their pictures of Ben Franklin in their newly created folder. They will be informed that they are getting ready to learn about Ben's Guide. Then, the librarian will display a picture of Ben Franklin and together they will write the three

Modeling and guided practice: The librarian will show what a well-done sample folder and also display an example of a final page with neat handwriting and careful coloring of Ben Franklin.

Independent practice: Students, though guided, will have to be able to follow the librarian's instruction and create the folders and write the biographical facts.

Sharing and reflecting: Students will share the creative process with their peers at their tables as they create the folders and share crayons as they color the Ben Franklin picture. Students are also allowed to help others if need be.

Have you taught this lesson before: No

Strategies for differentiation: A third session of this two-part unit is highly suggested to allow students to complete all tasks. Peer mentoring is highly encouraged so that those who have extra time can assist those who are working at a slower pace.

AASL/Common Core State Standards Crosswalk

English Language Arts:

CC.1.W.1 » English Language Arts » Text Types and Purposes » 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (1)

CC.1.W.2 » English Language Arts » Text Types and Purposes » 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1)

CC.1.W.3 » English Language Arts » Text Types and Purposes » 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (1)

CC.2.W.1 » English Language Arts » Text Types and Purposes » 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2)

CC.2.W.2 » English Language Arts » Text Types and Purposes » 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding

statement or section. (2)

CC.2.W.3 » English Language Arts » Text Types and Purposes » 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2)

CC.1.SL.1.b » English Language Arts » Comprehension and Collaboration » b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (1)

CC.2.W.6 » English Language Arts » Production and Distribution of Writing » 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2)

CC.1.W.7 » English Language Arts » Research to Build and Present Knowledge » 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1)

CC.2.SL.1.b » English Language Arts » Comprehension and Collaboration » b. Build on others' talk in conversations by linking their comments to the remarks of others. (2)

CC.2.W.7 » English Language Arts » Research to Build and Present Knowledge » 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2)

CC.1.W.8 » English Language Arts » Research to Build and Present Knowledge » 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1)

CC.2.W.8 » English Language Arts » Research to Build and Present Knowledge » 8. Recall information from experiences or gather information from provided sources to answer a question. (2)

CC.1.SL.1.c » English Language Arts » Comprehension and Collaboration » c. Ask questions to clear up any confusion about the topics and texts under discussion. (1)

CC.1.SL.3 » English Language Arts » Comprehension and Collaboration » 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1)

CC.2.SL.1.c » English Language Arts » Comprehension and Collaboration » c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2)

- CC.2.SL.3** » English Language Arts » Comprehension and Collaboration » 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2)
- CC.2.R.F.4.a** » English Language Arts » a. Read on-level text with purpose and understanding. (2)
- CC.1.R.L.1** » English Language Arts » Key Ideas and Details » 1. Ask and answer questions about key details in a text. (1)
- CC.1.R.I.2** » English Language Arts » Key Ideas and Details » 2. Identify the main topic and retell key details of a text. (1)
- CC.1.R.I.3** » English Language Arts » Key Ideas and Details » 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1)
- CC.1.R.I.5** » English Language Arts » Craft and Structure » 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (1)
- CC.1.R.I.6** » English Language Arts » Craft and Structure » 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1)
- CC.1.R.I.7** » English Language Arts » Integration of Knowledge and Ideas » 7. Use the illustrations and details in a text to describe its key ideas. (1)
- CC.1.R.I.8** » English Language Arts » Integration of Knowledge and Ideas » 8. Identify the reasons an author gives to support points in a text. (1)
- CC.1.R.I.9** » English Language Arts » Integration of Knowledge and Ideas » 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1)
- CC.1.R.I.10** » English Language Arts » Range of Reading and Level of Text Complexity » 10. With prompting and support, read informational texts appropriately complex for grade 1. (1)
- CC.1.SL.2** » English Language Arts » Comprehension and Collaboration » 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1)
- CC.2.R.L.1** » English Language Arts » Key Ideas and Details » 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2)

CC.2.R.1.2 » English Language Arts » Key Ideas and Details » 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (2)

CC.2.R.1.3 » English Language Arts » Key Ideas and Details » 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2)

CC.2.R.1.5 » English Language Arts » Craft and Structure » 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2)

CC.2.R.1.6 » English Language Arts » Craft and Structure » 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2)

CC.2.R.1.7 » English Language Arts » Integration of Knowledge and Ideas » 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2)

CC.2.R.1.9 » English Language Arts » Integration of Knowledge and Ideas » 9. Compare and contrast the most important points presented by two texts on the same topic. (2)

CC.2.R.1.10 » English Language Arts » Range of Reading and Level of Text Complexity » 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (2)

CC.2.SL.2 » English Language Arts » Comprehension and Collaboration » 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2)

CC.1.SL.4 » English Language Arts » Presentation of Knowledge and Ideas » 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1)

CC.1.SL.5 » English Language Arts » Presentation of Knowledge and Ideas » 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1)

CC.2.SL.4 » English Language Arts » Presentation of Knowledge and Ideas » 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2)

CC.2.SL.5 » English Language Arts » Presentation of Knowledge and Ideas » 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2)
