

## Current Events Lesson Plan: Nonfiction Texts and Note Taking

Name: Kendall Binder	Date: January 23, 2017	Grade Level/Content: Grade Two
<b>I. Pre-Assessment Data</b> What do students already know about this topic? What data (formal or informal) is available?		
<b>Standards:</b>  History: People have influenced the history of neighborhoods and communities.  Civics: People use multiple ways to resolve conflicts or differences.  Describe how characters in a story respond to major events and challenges. RL.2.3  Reference materials help us locate information and answer questions. W 2.8  Students understand that Abraham Lincoln and Martin Luther King are important figures in U.S. History through holiday observation and general knowledge obtained through family, teachers, and friends.		
<b>II. Content and Language Objective</b> *Must be conveyed to students What will students be able to do at the end of today's lesson? How will this support language development? <input type="checkbox"/> Describe <input type="checkbox"/> Explain <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Compare <input type="checkbox"/> Evaluate <input type="checkbox"/> Defend <input type="checkbox"/> Create <input type="checkbox"/> Interpret <input type="checkbox"/> Formulate		
Students will be able to compare, in writing, character traits about Abraham Lincoln and Martin Luther King using key history vocabulary and note taking strategies with the help of a teacher example.		
Key Vocabulary:	Civil Rights, Protest, Segregation, Nobel Peace Prize, Sermon, Boycott, Injustice, Peaceful, Violence, Assassinate, Memorial, Lawyer, Politician, Civil War, The Union, Surrender.	
<b>III. Rationale</b> * Must be conveyed to students Why is this important to students? How is this related to unit goals and essential questions? How does this connect to students' real lives?		
It is important for grade two to understand why we celebrate Martin Luther King Day on January 16 and President's Day on February 20. The goals of the lesson are for grade two students to prepare for grade three advancement by learning how to compare two historical figures that politically represent equality and race from two different periods. The students will connect this lesson to their real lives by reflecting on these holidays and preparing them for careers in politics, activism, textbook writing, nonfiction writing, and museum studies.		
<b>IV. Assessment</b> * Must be conveyed to students How will you measure students' progress toward the objective? Will the data you gather allow you to differentiate future instruction?		
Students take notes as they read two National Geographic KIDS books: <i>Abraham Lincoln</i> by Caroline Crosson Gilpin and <i>Martin Luther King, Jr.</i> by Kitson Jazyuka. Students compare the time and accomplishments of Lincoln and MLK. Students use a writing prompt to produce a compare and contrast essay and concluding how this relates to a current event (The Women's March 2017, Obama as our first black president leaving office, etc).		

## V. Differentiation

How will you use data to intentionally group students according to skills/readiness? What choice will students have in the process or product associated with this lesson?

Assess note-taking, reading DRA levels, and writing abilities through past lessons in reading and writing. Students will have choices in how they address politics, race, and equality and the choice they make in their current event. Current events will be discussed with students, so they may apply those ideas to the readings.

Students needing extra support will work one-on-one with teacher as needed. Once student becomes more independent, working pairs will be created with an advanced student and a developing student.

## VI. Lesson Components

- |                                |                            |                              |
|--------------------------------|----------------------------|------------------------------|
| ✓ Active Engagement Strategies | ✓ Checks for understanding | ✓ Strategies to support ELLs |
| ✓ Oral language development    | ✓ Frequent feedback        | ○ Visual supports            |
| ✓ Cooperative learning         | ✓ Student voice and choice | ○ Explicit vocabulary        |
| ✓ Critical thinking            | ✓ Scaffolding              | ○ Realia                     |
| ✓ Arts Integration             |                            | ○ Native language support    |

Component

Time  
required

A. Management: Explain your expectations and the consequences if expectations are not met

- Precise Directions  Positive Narration  Whole-class Incentives  Individual Consequences

Students listen to precise directions on how to take notes on a nonfiction text. Notes will be checked daily (thus, reading progress will be checked daily).

Students will have five days to complete their note-taking.

Students are told that the notes will be used to write a final essay. The essay is five paragraphs:

Introduction

Abraham Lincoln Character Traits

MLK Character Traits

How Abe and MLK are similar

Real Life/Real World Connection

Students will have five days to complete the essay.

B. Lesson Introduction: 'Hook' students into content. Explain objective, rationale, and assessment

Scholars, you are second grade professionals getting ready to move into the third grade. You will learn how to take notes on two nonfiction texts. You will make connections between the two texts. You will write a five-paragraph essay and think about how Abraham Lincoln and Martin Luther King Jr. affect your life and community. Overall, I will help you apply Lincoln and MLK to a current event that involves Civil Rights, Protest, or Race.

C. Body of Lesson: I Do, We Do, You Do: model, guided practice, independent practice

I Do:

Introduce book to students. Point out the text features of the nonfiction book: headings, table of contents, fun facts, timelines, pictures, captions, glossary, and index.

Open reading journal. Model how to take notes.

Emphasize how to find 1-2 key points from each heading section. Read a section aloud and stop and think aloud on what key point to take a note on.

5 min

<p>We Do: Students take turns reading a section aloud. Teacher stops at a good point and asks students to share what a key point from the section.</p>	<p>Students open their reading journals and take a key point note together. Students write the note in their journal.</p>	<p>5 min</p>
<p>Turn and Talk:  Teacher reads a section aloud.  Have a partner share. Have students group into pairs and discuss what two key points are from the section.</p>	<p>Have students share out their key points from the section. Allow students to choose what key notes they should take. Student writes notes in their Reading Journal.</p>	<p>5 min</p>
<p>You Do:  Give students approximate page numbers to read independently.</p>	<p>Instruct students to find 1-2 key points from the section to take notes.  Let students know that teacher will check notes after lesson for effort and completion.</p>	<p>15 min</p>
<p>D. Closing: Review progress toward objective (may include student self-assessment) Share Out: Students will volunteer to share their full notes for the assigned pages on the projector. Allow time for three student share-outs. Keep a tally on which students share. Have different students share throughout week of note taking.</p>		<p>10 min</p>
<p>Materials and Resources Needed Reader's Notebook, <i>Martin Luther King Jr.</i>, <i>Abraham Lincoln</i>, sharp pencil, eraser.</p>	<p>Extension of Learning (e.g., homework) No homework, all work completed in class. Teacher will assess by reviewing note-taking skills and later, the written essay piece at the end of the larger lesson.</p>	