**Lesson Plan 2– Intro to Biography: Helen Keller**

 **2nd Grade Teachers and Lower School Librarian (LSL)**

**Grade Level: 2nd**

**Estimated Time: approximately 120 minutes – 2 or 3 classes**

**AASL Standard:** Inquire, think critically, and gain knowledge.

 **AASL Skills Indicators:**

**1.1.2:** Use prior and background knowledge as a context for new learning.

**1.1.3**: Develop and refine a range of questions to frame the search for new understanding.

**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.

**AASL Standard:** Draw conclusions, apply new knowledge to new situations, and create new knowledge.

 **AASL Skills Indicator:**

**2.4.3:** Recognize new knowledge and understanding.

**AASL Standard:** Share knowledge and participate ethically and productively as members of our democratic

 society.

 **AASL Skills Indicator:**

**3.1.4:** Use technology and other information tools to organize and display knowledge

 and understanding in ways that others can view, use, and assess.

**AASL Standard:** Pursue personal and aesthetic growth.

 **AASL Skills Indicator:**

**4.1.1**: Read, view and listen for pleasure and personal growth.

**Content Standards:**

* Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
* Describe how characters in a story respond to major events and challenges.
* Identify the main purpose of a text, including what the author wants to answer, explain or describe.
* Describe how reasons support specific points the author makes in a text.

**Provisions for Differentiation and Learning Styles:**

* Verbal/Linguistic: Listen to read-aloud of book, independent student reading of individual biographies
* Visual/Spatial: Concentration game
* Body/Kinesthetic: Creation of Bio Cube
* Interpersonal: Students working together as partners on the research activity

**Instructional Plan – Part I (LSL and Teacher together)**

**Pre-Assessment of Prior Knowledge**

**(LSL) “**Remember yesterday, when we learned about Louis Braille? Let’s begin today’s lesson by reviewing the information we gathered from the book we read yesterday.” Using Elmo document camera, project chart from Bio Cube Planning Sheet, found at:

<http://www.readwritethink.org/files/resources/interactives/bio_cube/bio-cube_planning.pdf>

Have the students fill out the various sections of the chart, including:

* Person’s name, time period and place
* Personal background
* Personality traits
* Significance
* Biggest obstacle
* Important quotation – provide this for the students: ***“There is a wonder in reading Braille that the sighted will never know: to touch words and have them touch you back.”*** – Jim Fiebig. Take a moment to discuss the meaning of this quote.

**(LSL) “**I am now going to show you something really cool that we can do with the information you just gave me. (Note: *This is modeled practice for what students will be doing later in the unit.*) It’s called a Bio Cube.” Show the page from ReadWriteThink that will create the Bio Cube:

<http://www.readwritethink.org/files/resources/interactives/bio_cube/>

 Where it says “name,” type in 2G (Ms. Greene’s class). Say, “Let’s transfer the information you came up with and fill in the blanks.” Model the process. Show and pass around end result—finished Bio Cube on Louis Braille. Say, “You and a partner are going to be creating a Bio Cube just like this later on in the unit!”

**(Teacher) “**What you have learned from the biography of Louis Braille directly relates to the book we will be reading on Helen Keller. Before we begin, let’s complete a KWL Chart on Helen Keller. You have learned a little bit of information about her from what you heard at the end of the book on Louis Braille.”

* Display the KWL chart on a white board. Ask students what the K stands for, and then the W and the L. Write these words directly on the chart.
* Ask students to recall information from book to fill in the K section. Then ask for other information they may already know.
* Offer the question, “What does it feel like to be both deaf and blind?” as an example for the W section and solicit ideas from the students. Encourage “thick” questions like this one--those that will elicit more than one word answers.

**Direct Instruction (Teacher)**

* Distribute teacher-designed packet that goes along with reading of the book. This includes questions and places for journal entries (with prompts and places to ask specific questions and make predictions) that relate to specific chapters. (*Note: this is a packet that was previously designed by teachers before collaborating with LSL*.) Leaf through the packet with the students and review what they will be writing and discussing as they study the book. Explain that there will be creative activities throughout the unit, such as the one they did yesterday on creating Braille names, and that the LSL will be involved throughout.
* Teacher reads the first chapter of the Helen Keller book, stopping along the way with questions and clarifications.

**Sharing and Reflecting/Student Self-Questioning/Formative Assessment (Teacher)**

* Ask students to add to the L section of the KWL chart from what they heard in the first chapter of the book.
* Have students pull out their packets and find the page with Journal Entry #1. The questions for this entry are:
	+ How do you think Helen felt when her world suddenly turned dark and silent?
	+ Why do you think she became badly behaved and threw tantrums?
	+ How do you think you would react if you found yourself in the same situation?

**Product –** Class-generated Bio Cube on Louis Braille and completed journal entries.

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**Instructional Plan – Part II (LSL independently in library class close to the end of or after students complete study of *Helen Keller* book)**

**Pre-Assessment of Prior Knowledge**

* Say, “You second graders have become experts in the study of biographies! In this unit, you have read a short biography on Louis Braille and a longer biography on Helen Keller. On the very first day of the unit, we defined biography as a written story of someone’s life.” Write this on white board.
* “Now let’s review the characteristics of biographies. When we read a biography about a person, what kinds of things do we learn?“ On white board, have students come up and list characteristics they remember, which should include: important dates; places and events; personality traits; achievements; and obstacles.

**Engagement/Motivation (interest hook) - in Computer Lab**

* Say, “We have discussed how biographies are usually about people who are interesting or who have accomplished something great. You have seen how many books we have on our many shelves in the biography section of this library. We can read about so many interesting people! Today, we are going to start a research project to learn more about another famous and interesting person. You and a partner will work together learning about one of these people.”
* Say, “You are now going to play a concentration game on your computer. In it, you will find pictures of the famous people who will be covered in this project. You will need to match the picture of the person with a name. Some of the people you will recognize and some you will not. Try your best to do the matching. When you finish, you should have the name of the person matched with his or her picture.” *(Note: The computer teacher has committed to helping me develop a game of this type using photos from all of the biographical subjects I have collected. If this does not come to fruition, I will develop the game with laminated pictures to be used on the floor.)*

**Direct Instruction and Modeled/Guided Practice**

* Say, “We are now going to get started on our research project! Before we begin, let’s see if you remember the Super 3 steps that we should use when doing research. (Students should remember the steps: Plan, Do, Review.) I have a great song to teach you that will help you remember the steps.” Teach students the Super 3 song by Diana Cazares, et al, sung to the tune of “Bingo.” Show brief VoiceThread slide show that includes kids singing the song: <http://voicethread.com/#q.b78284.i400424>
* Say, “For this project, you will be working with a partner.” Put students in pairs.
* Say, “Before we begin, let’s do the first Super 3 step: Plan. Using the worksheet (found below), you and your partner should try filling out the 3 parts of the 1st step of Super 3. Leave the name of your person blank—you will be finding out who it is very shortly. Also leave the bottom portion—the Know section blank. This will be completed when you are assigned your person.” Review the 3 parts of the worksheet aloud with students before sending them off to work with their partners.
* Go around room, checking on progress of pairs. When all are finished, have each pair share what they feel is their best question with the rest of the class. Allow students time to add those questions to their own lists.

**Independent Practice**

* Say, “We are going to use both a book and the computer to research our famous people. We are going to begin with books. I have here a picture book for each of the people that were used in the game. They are just like the book I read to you on Louis Braille. They are even written by the same author, David Adler. The books are not too long, but not too short. They contain a lot of the information that good biographies have using the characteristics we listed on the white board. And they contain illustrations , not real photographs. They all have different artists, but the styles are similar. The illustrations are meant to be realistic.”
* Distribute books to pairs. Have the students write the name of their famous person on the worksheet. Before they open the book, have them brainstorm anything they might already know about the person and record it on the “Know” section at the bottom of the worksheet.
* Have the students put the handouts aside and find a cozy spot in the library to read their books together. Tell students not to worry about taking notes—that is something they will learn and do during the next class. Right now, the students should just focus on reading and enjoying the books together.

**Sharing and Reflecting/Student Self-Questioning/Formative Assessment –** Students will fill out Exit Pass (see below) at the end of class.

**Super3 Plan Worksheet** 

Name of your famous person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ***What do we need to do?***

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1. ***What information do we need to do it?***

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1. ***Write a list of questions:***

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**EXIT SLIP**

*Today, I read a book about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*I feel \_\_\_\_\_\_\_\_ about what I learned:*

☺ 😐 ☹

*Here’s what I know/remember about my famous person so far:*

*Some questions I still have about this person are:*