

Stage 1 – Identify Desired Results

Established Goals:

RI.2.7 –Explain how specific images contribute to and clarify a text.
RL.2.4 – Describe how words and phrases supply rhythm and meaning in a story, poem, or song

G

What understandings are desired?

Students will understand that. . .

U

Over-Arching:

Flags are a large part of American traditions.

Topical:

The flag has an important history.

The flag represents 3 different components.

Flags are used on different holidays.

What essential questions will be considered?

Over-Arching: How are flags a large part of American traditions.

Q

Topical:

Who made the American flag?

What do the stars and stripes represent?

What holidays do you see people with flags?

What key knowledge and skills will students acquire as a result of this unit?

Students will know. . .

K

Vocabulary

Work together with peers

Comprehension skills

Knowledge of shape/concrete poetry

The steps to work through writers workshop

How to use the iPad to explore more about the American flag.

Students will be able to. . .

S

Use vocabulary used in the unit effectively

Collaborate effectively

Identify meaning through pictures

Create a shape poem

Write a poem using 6 steps – prewrite, rough draft, peer conference, revise, edit, layout, publish
Explore facts about the American flag with the use of an iPad.

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (summary in GRASPS form):*

T

G=Goal – Students will understand the characteristics of flags and holidays involving flags.

R=Role – author, artist, collaborator

A=Audience – The students will present their poem and illustration to the class.

S=Situation – The students complete a writers workshop

P=Performance – Students will create a shape/concrete poem.

S=R=Rubric – Rubric/checklist and assessment – Students will need to use at least 2 vocabulary words in their poem. We will then put together all poems in a book of poems.

Other Evidence

OE

Assessment of vocabulary and comprehension.

Informal assessment of partner collaboration and group discussion.

Formal assessment of poems and practice.

Student Self-Assessment and Reflection:

SA

- What did you learn from this unit about traditions and flags?
- What was hard for you to do?
- What did you like most about this unit?
- What could we have done differently so you would have learned more?

Pre-Assessment

Name: _____

Directions:

Your job is to draw the American flag from memory. I want to see what you know!

1. Draw the stars. How many stars are on the flag? _____
2. Draw the stripes. How many stripes are on the flag? _____
3. In the stripes with a certain color, write what you think the color stands for?
4. What colors are on the flag? (there should be 3) _____
5. Finish the flag by coloring the flag with the colors.

Day 1

Student Teacher: AR
State Standard:

Grade Level: 2nd Grade

Date: May 7

RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Subject: Language Arts

Name of Lesson: Lessonplan1

Period / Time: 60 min

I. Goal: The student will be introduced to the how the Flag is represented as an American tradition and how it has an important history, representation, and that it is seen on different holidays.	Required Adaptations/Modifications:
II. Objectives: TSWBAT define liberty, courage, and purity in their own words. TSWBAT participate in a shared reading experience. TSWBAT relate past to present. TSWBAT follow directions and work through each station effectively.	Required Adaptations/Modifications:
III: Faith / Values Integration: We are given liberty and freedom to express our faith in Christ daily.	Required Adaptations/Modifications:
IV. Integrated Technology: Students will use iPads to explore information put together about American holidays incorporating the American flag, including videos and songs.	Required Adaptations/Modifications:
V. Materials: iPads Headphones The Flag We Love by Pam Munoz Ryan Colored sticky notes Each student has a pencil with them Exit tickets Vocabulary practice sheet	Required Adaptations/Modifications:

VI: Procedure:

A. Set / Hook: (4 min)

"I have something to share with you. It is a poem I wrote the other day. Are you ready?" Read the poem out loud with vibrancy and show the pictures of coloring it.

"Take a look at the board these are the things we will be learning today." Read the different objectives to the students.

B. Transition: (3 min)

"In the next three days we are going to be learning about American traditions. What tradition are we learning more about (*infer*)?" Great Job, we are learning about the American Flag. By the end of this lesson you are going to get become an author and write your own poem like this!"

Have students move to carpet for the story.

C. Main Lesson: (50 minutes)

Introduce the book The Flag We Love by Pam Munoz Ryan, Illustrated by Ralph Masiello. **(10 min)**
Read book.

- Pause occasionally to ask about what they author means in that section of the poem.

(5 min)

- **"Wow, the flag is used at a lot of places isn't it?"** Can someone name one place where we might see the flag (*literal*)? Yes, (enhance the student's answer).
- **"Today we are going to divide up into groups and learn about the flag using different stations. I want you to listen to these next instructions very carefully."**
- **"In Station A, you are going to work with Ms. Diekmann in answering any questions you might have about the book. Each group will get a color of sticky notes and you will write something you may have a question on or write something new you learned and put it on that same page."** (Give example)
- **"In Station B you are going to be investigators and explore on the iPads to learn more about flags. (Give example) At this station you must put on the**

<p>headphones because there will be sound. There will be an exit ticket that you will need to fill out by the end of class. For the exit ticket you will need to write down, two things you learned, one thing that you really enjoyed, and what you still would like to know. “</p> <ul style="list-style-type: none"> - “In Station C, you will join me and we will be learning about new vocabulary and what the author meant when he was writing his poem.” - Before we get up and go to the stations, I want you to carefully listen to the instructions. I will split you into groups and you need to make sure you have a pencil at each station. At each station we are going to be hard workers and careful listeners. Each station will last 11 minutes. At any point you think that you could learn about one of the objectives at the station you are at, ask the leader or search the iPad to learn more about it.” - Split the children into groups and have them begin at their designated stations. <p><u>(Stations last 11 minutes)</u></p> <p><u>Station A:</u></p> <ul style="list-style-type: none"> - Led by Ms. Diekmann. The students will go through the book and ask questions with Ms. Diekmann answering them to the best of her ability. Any questions or new knowledge the students have learned will be written down on their color of sticky notes and placed on the same page. I will have guide questions provided for Ms. Diekmann to ask if the students get stuck? The main topic she will be talking about are the holidays/events that we see the flag at. Ms. Diekmann can use the subscript at the bottom of each page to help answer different questions. - Specific holidays include Independence Day (or 4th of July), Memorial Day, Veterans Day, and Sporting Events. - Can someone name a place where we might 	<p>Students can have partners if needed.</p>
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see the American Flag?

- Does anyone know why this flag is important?

Station B:

- In Station B each student will have their own iPad and headphones. They will work individually in investigating the exploratory put together of videos, websites, songs and more. The student will complete and exit ticket during the station, and if not finished by the end of the class period.
- See attached [Lessonplan1,exitticket](#).
- [Prezi](#) for the iPad exploratory.

Students will be learning about Betsy Ross and the representation of the colors in this station.

Station C:

- This station will be completed with the second teacher (Ms. Rengstorf). We will go over the four vocabulary words – liberty, freedom, courage, purity.
- [See LessonPlan1,VocabularyPracticeSheet](#)
- [Lessonplan1,courage](#)
- [Lessonplan1,freedom](#)
- [Lessonplan1,liberty](#)
- [Lessonplan1,purity](#)
- With pic collage, I will show them an example of three of the words and together we will come up with our own definitions. We will go through 1 word together to find the definition, picture, and our own definition.
- At the beginning of the station I will introduce the words and the comprehension strategies we are learning. **“Okay we are going to be learning new vocabulary and comprehension today. We are going to learn 4 new vocabulary words and we are going to learn how to relate past to present.”**
- **“I have created a piccollage that will help us learn our vocabulary words. We can write down the word, the definition, a picture**

<p>that will help remind us what the word means, and something that will help us remember what the word means.” (Show example piccollage while talking)</p> <ul style="list-style-type: none"> – “Now we are going to do 1 of our own pic collages on my iPad. First we will write down the word. What do you think this word means (<i>critical thinking</i>)? (Discuss for a few seconds) Okay the real definition of the word is (give definition of specific word). What picture might help us remember what the word means (<i>creative</i>)? (Find picture) What phrase or word will help us remember what this word means?” – “Great Job on those vocabulary words! Okay so the other thing we were going to learn was about relating past to present. Who knows what past means? Who knows what present means? So what does the phrase relating past to present mean? Okay so it means to find things that are the same or different between what happened a while ago to what happens or is happening today.” – “What may have been different in the past with the flag than how it is now? The design was different. Betsy Ross was the lady who sowed the first flag together. But, the first flag doesn’t look like the one we have today. The first flag actually looked like this (Show picture of first flag). Why do you think the first flag only had 13 stars on it? The first flag had thirteen stars on it because there were only 13 states back in the past in 1777. How many stars do we have on the flag today? (Hold up a picture of a flag today) What do you think those 50 stars stand for? What do you think the 13 stripes stand for? Very good the 50 stars stand for the 50 states we have today and the 13 stripes stand for the 13 colonies we had when the first flag was sown.” – “What about the colors of the flag? Do the 	
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<p>colors mean the same thing as they used to? Yes, they do. That is part of the tradition of the American flag. Red stands for courage, Blue stands for justice, and the white stands for purity. “</p> <p>Students will learn more about Betsy Ross and the representation of the colors in this station.</p> <p>D. Transition: (1 min)</p> <p>“Okay you can go back to your desks make sure you have your pencil and all your papers. If you haven’t finished filling out your exit ticket you can do that now. I will be coming around and picking them up in a couple of minutes.” Students will return to their seats if they haven’t finished filling out their exit tickets they can now.</p> <p>E.Conclusion: (2 min)</p> <p>Quick Review over vocabulary and comprehension. They can say the real definition or their own definition.</p> <ul style="list-style-type: none"> – What does liberty mean? – What does freedom mean? – What does courage mean? – What does purity mean? – What is one example of relating the past to the present? 	
<p>VII. Assessment:</p> <p>Informal assessment taken during stations looking for whether students are staying on task. , formal assessment taken with the exit ticket.</p>	<p>Required Adaptations/Modifications:</p>
<p>VIII. Assignment:</p> <p>The students will complete their exit ticket. If they followed the directions on the exit ticket and filled out the amount they need to they will receive full credit. Exit ticket worth 5 points.</p>	<p>Required Adaptations/Modifications:</p>
<p>IX. Self-Evaluation:</p> <p>How was my assessment through evaluation? Did I explain directions clear enough?</p>	<p>X. Coop’s Comments:</p>

Was enough time allowed at each station?	
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Day 2

Student Teacher: AR

Grade Level: 2nd Grade

Date: May 8

State Standard:

RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7. – Participate in shared research and writing projects.

W.2.8. – Recall information from experiences or gather information from provided sources to answer a question.

Subject: Language Arts

Name of Lesson: Lessonplan2

Period / Time: 60 minutes

I. Goal: The students will review the vocabulary and comprehensions skills and will learn and participate in writer’s workshop to create their own shape poem.	Required Adaptations/Modifications:
II. Objectives: TSWBAT participate in writer’s workshop to create his or her own shape poem. TSWBAT listen carefully and follow directions accurately. TSWBAT review vocabulary and integrate vocabulary into their poems.	Required Adaptations/Modifications:
III: Faith / Values Integration: The poem may contain facts about Christian beliefs and the freedom to pray.	Required Adaptations/Modifications:
IV. Integrated Technology:	Required Adaptations/Modifications:
V. Materials:	Required Adaptations/Modifications:

<p>Paper Pencil Writing Workshop checklist Teachers poetry example <u>The Flag We Love</u> by Pam Munoz Ryan Template – flag and star Pictures representing vocab words Rhyming poem Free verse poem</p>	
<p>VI: Procedure:</p> <p>A. Set / Hook: (5 min)</p> <ul style="list-style-type: none"> – “Yesterday we talked about what the colors on the flag represent correct? Okay so I am going to hold up a picture and I want you to raise your hand and guess what word the pictures stands for.” – Hold up different pictures representing courage, purity, liberty, freedom. – “Great job! Well right now we are going to go through the book again and look at all the sticky notes you came up with and see what questions we have or what we have learned.” – Go through book not actually reading but letting the group 	<p>Required Adaptations/Modifications:</p> <p>Set out my example in the back of class for students to refer back to if needed.</p>

for the certain color
talk about why they
put a sticky note in a
certain place.

B. Transition: (3 min)

“Do you remember the poem that I read at the beginning of class yesterday? Well that poem is called a shape poem. Can you guess why it is called a shape poem? Exactly, the words form a shape or are placed inside of a shape to give it extra meaning. So today you are going to get to create your own shape poem. Then tomorrow when your shape poems are all finished, we are going to have a poetry café – we will all present our poems and get to have snacks and drinks and celebrate what we have learned.”

C. Main Lesson: (50 min)

Start with a mini lesson over what shape poems are (7-10 min).

- **“When you write a poem it can either have words that rhyme or not rhyme. [Read and example of a rhyming poem and a free verse poem](#). So you can have words that rhyme at the end of your sentences or you can have words that don’t rhyme.”**
- **“When you write your poem another good thing to use is your senses. Tell me what I mean when I say using our senses?**

<http://pbskids.org/arthur/games/poetry/lyric.html>

Show what the templates look like for the shape poems.

Show on the board what it will look like when you capitalize a word or need to put punctuation.

<p>Yes, when writing we can think back to what something looked like, tasted like, felt like, smelt like, or what it sounded like.”</p> <ul style="list-style-type: none"> – “You should add in information that you learned in class yesterday about the American flag” - the colors, the history with Betsy Ross, our vocabulary words, information from the book, etc. – “On the board you will see what I would like to see in your poem.” The board will have the specific items wanted in the poems – at least 2 of the vocabulary words, one item about students experience, one item about the colors of the flag, one item about the history of the flag, and one item about holidays/events corresponding with the flag. There should be a picture drawn on the template as well. – “You will get to choose one of these outlines to write your poem on – we have a flag or a star to choose from.” – “Are there any questions about what we should have in our poem?” <p>Mini lesson over writing workshop (7-10 min)</p>	
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| <ul style="list-style-type: none">– “Today we are going to do a writing workshop. What is a writing workshop?” Yes a writing workshop is an opportunity for you to write your poem, check it with peers, redo it check it with the teacher, and then make your final copy.”– “So the first step is getting your ideas together. What might be information you would want to put in your poem?” Group discussion about what could be in the poem and write it on the board.– “Then the second step is to start writing your poem. When you are finished writing your poem, you will check with another person in the class and see if they could check it for you. What do you think you should look for when checking someone else’s poem? “<ul style="list-style-type: none">○ Capitalizing words, punctuation○ Does the sentence make sense?– “The next steps should go pretty fast. The next thing you should do after your classmate looks over it is to rewrite it correcting any errors they marked.” | |
|---|--|

- “Once you have rewritten it then you should show it to either Ms. Diekmann or I and we will check it for you.”
- “Then for the fun part, you will get to go choose your outline (flag or star) and begin writing your poem on your outline and you can design and decorate it as you want. You need to make sure you write very carefully so you don’t mess up because this is the final draft. “
- “Hand out the [Lessonplan2](#) [WWchecklist](#) that they need to follow as they write their poems.” This checklist will help you remember what the next step is in writing your poem. As you go through the list you need to check off what you have done. Since we have already gotten some ideas together you can check off the first task.”

The students will then start the writing workshop for the next **30-45 min.**

D. Transition: **(1 min)**

Have the students begin cleaning up their material and putting stuff away, set out a specific place they can put their poem until Friday.

E. Conclusion: **(1 min)**

Let the students know that they will have time to finish their

poem up on Friday at the beginning of class.	
VII. Assessment: Informal assessment as I walk around the room assessing whether children are staying on task and providing assistance when necessary.	Required Adaptations/Modifications:
VIII. Assignment: The shape poem is the assignment and a rubric will be used to assess their work. The assignment isn't due until the middle of class Friday. See attached Lessonplan3,rubric.	Required Adaptations/Modifications:
IX. Self-Evaluation: Did I rush through the mini lessons or did I explain them well enough? Did I provide support when and where needed?	X. Coop's Comments:

Day 3

Student Teacher: AR

Grade Level: 2nd Grade

Date: May 9

State Standard:

SL.2.5. – 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.

W.2.5 – with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Subject: Language Arts

Name of Lesson: Lessonplan3

Period / Time: 60 minutes

I. Goal: The students will finish writing their poems and will participate in a poetry café presenting their poems to the class. The teacher will record each presentation and take a picture of the project and create an iMovie.	Required Adaptations/Modifications:
II. Objectives: TSWBAT finish their shape poem assignment. TSWBAT follow directions and listen carefully. TSWBAT present their poem to the class by reading it out loud. TSWBAT participate in a poetry café and listen respectfully to their peers present.	Required Adaptations/Modifications:
III: Faith / Values Integration: We are “one nation, under God”. This beautiful land we have called America is all given to us because of God’s love for his people.	Required Adaptations/Modifications:
IV. Integrated Technology: The iPad will be used to take a picture of the final project and record each student presenting his or her poem. The pictures and videos will then be made into an iMovie and given to each student.	Required Adaptations/Modifications:
V. Materials: Pencil Templates – flag and star Colors – crayons Finished Poem iPad Paper with concluding assessment questions <u>America the Beautiful</u> – book <u>My Country tis of thee</u> – book Poetry café items ★ Lemonade ★ Rice Krispy bars ★ Watermelon, cantaloupe ★ Cooler/pitcher ★ Ice ★ Containers	Required Adaptations/Modifications:

<ul style="list-style-type: none"> ★ Plates ★ Napkins ★ Cups ★ 	
<p>VI: Procedure:</p> <p>A. Set / Hook: (3 min) While looking at the book <u>America the Beautiful</u> I will ask the students if they have heard of the song. If they have they are invited to sing along. We can either sing it again or sing <u>My Country tis of thee</u>.</p> <p>B. Transition: (2 min) Students will go find their project and get the supplies they need in order to finish. You may see some snacks in the back but those are for later!</p> <p>C. Main Lesson: (44 min)</p> <ul style="list-style-type: none"> – For the first 15min the students will finish up their projects. – When the 15 minutes is up they will clean up their supplies and set up for the poetry café. (7 min) – Once everything is set up we will go over what a poetry café looks like and how we should act. – #1 – We must sit quietly and politely listen to our classmates present their poem! – #2 – Instead of clapping afterward we are going to snap our fingers – it’s okay if you have trouble. – #3 – When your name is called quietly walk up to the front say your name and the title of your poem. – #4 – When reading your poem – Speak loud and clear so everyone can hear what you are saying. – For the last 22 minutes students will present their poems to the class. – The teacher will record each presentation. 	<p>Required Adaptations/Modifications:</p> <p>If students finish early with their projects while others are still working on stuff they can look at other books set out about the American flag.</p> <p>These guidelines will be written on the board!</p>

<p>D. Transition: (1min) Students will return desks to original place in the classroom and take their seats. They may keep eating their snacks if they want.</p> <p>E. Conclusion: (10 min)</p> <ul style="list-style-type: none"> - Talk about all the amazing things we have learned about the flag and what some of the favorite parts were. - Talk about how God gives us so much – this beautiful earth we live in, the school and church, our teachers and parents and how we have all this because of God! Just like the pledge of allegiance says “One nation, under God”. - Transition leading to the concluding assessment of my teaching from the children. - See attached Lessonplan3,Assessmentquestions. 	
<p>VII. Assessment: Informal assessment as I walk around the room and assess by observation – behavior, staying on task, etc. Formal assessment of the Poem – rubric to help with assessment. See attached Lessonplan3,rubric.</p>	<p>Required Adaptations/Modifications:</p>
<p>VIII. Assignment:</p>	<p>Required Adaptations/Modifications:</p>
<p>IX. Self-Evaluation: Did I get all the students involved in the poetry café? Did I stick to the plan or timeline? (Was anything rushed?) Did I plan accordingly for individuals who would finish early?!</p>	<p>X. Coop’s Comments:</p>

