

Elementary School Lesson Plan

Teaching Inquiry: Engaging the Learner within **Lesson Planning Template**

GENERAL INFORMATION

Librarian/Teacher(s): Sara Paulson/Michelle Mayhood

Lesson Plan/Unit Title: Then and Now: Gathering information from pictures and experiences

Appropriate Grade Level(s): 1-2 **Required Times:** 6 weeks

Library Context: (Check one below)

Fixed Flexible Combination Individualized Instruction

Stand-alone lesson Lesson in a unit **Multiple lessons in a unit**

Collaboration Potential:

None Limited Moderate **Intensive**

Overview/Objectives:

Students will create their own then and now books illustrating useful objects and technologies from the past in contrast to the present. They will plan on a 'planning page' and then make their final illustrations using a drawing app with text ability (such as Doodle Buddy). They will construct their own books using pre-prepared chapbooks or use the Story Kit app to make a digital book.

- Students will develop visual literacy skills and base understanding of history and change.

- Students will also practice compare and contrast thinking skills and draw conclusions.

Content Topic (s): Social studies, ELA

Connection to Common Core Standards (list specific standards addressed):

Reading:

- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Writing:

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

AASL Standards for the 21-st Century Learner Goals: (Use as many as needed)

Standard/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.

Standard/Indicator(s):

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Standard/Indicator(s):

2.1.4 Use technology and other information tools to analyze and organize information.

Motivational Goals:

- A level of challenge is built in
- Choice is built in
- Clear expectations for being volunteers

Assessment Methods and Criteria:

Students will create their own "then and now" books with a concluding page about change, illustrated with their own drawings done on the iPad and made into a book either print or digital (Story Kit app).

NOTES (OPTIONAL)

Required Resources and Materials:

- *A Street through Time* by Anne Millard
- Short texts with a then and now focus:
- *Then and Now* (DK Publishing)
- First step then and now series by Robin Nelson
- National Geographic with cover "New York before Henry Hudson":
<http://ngm.nationalgeographic.com/2009/09/manhattan/miller-text>

Learner Profile (e.g., # students, special needs, reading levels, etc.):

15 students, 7 IEPs that designate self-regulation issues, intellectual delay, Deafness, hearing impairment, and **speech and language impairments**. Student with mobility issues, incl. hand.

Incoming Motivation Levels (Select all that apply):

Attention: Low Medium **High**

Visuals, headings in both languages, participation with chart, encouragement, modeling.

Relevance: Low Medium **High**

Show toys from the past, talk about their walk, their apartments and cars, subways

Confidence: Low Medium **High**

Positive feedback when successful, specific advice prior to session 2.

Satisfaction: Low Medium **High**

Provide a session to share and reflect on concept of change from past to present and their books.

INSTRUCTION AND ACTIVITIES: SESSION 1

Setup/Preparation/Introduction:

Make copies of 4 particular pictures from the past including a horse and carriage, top hat, a thatched roof house, a rocking horse, etc. and pictures from the present (car, baseball cap, apt. bldg., plastic toy). Prepare a poster sized T-Chart with headings Past/Present or Then/Now. Use dual language headings to accommodate for D/HH.

Direct Instruction:

- Generate observations about the past by looking at the National Geographic Web site, and *A Street through Time* by Millard.

- Pictures can give information, just like words: What can you tell about the past by looking at this picture?
- What do you notice about life in the past?
- Where did people live?
- What toys did kids have?
- What clothes did people wear?
- How did they travel from place to place?
- (Modification: An interpreter, visuals, large print, modeling self-regulation)

Modeling and Guided Practice:

- Model adding a square picture of a horse and carriage onto the "Past" column.
- Allow the students to fill in the rest of the chart using volunteers who are following rules. Explicitly explain why students are being chosen (for specific appropriate behaviors).
- (Modification: Have the pictures cut out with tape on the back as well as ample moving space for students with mobility impairment.)

Independent Practice:

Give the students a planning sheet with six boxes, two columns with three boxes each. Ask them to draw, adding a label or add a sentence, of three things from the past.

(Modifications: pencil grip should be provided, and a clipboard to stabilize paper, and if student still has difficulty, have an iPad w/drawing app available and ready. Ipad keyboards require no strength.)

Sharing and Reflecting:

Choose a couple of students to share, again sharing expectations for behavior.

INSTRUCTION AND ACTIVITIES: SESSION 2

Setup/Preparation: Use T-Chart from session

Direct Instruction:

- Generate observations about the past by reflecting on their journey to school.
- Experiences can give information, just like words: What can you tell about the present by looking around you?
- What do you notice about life in the present on your way to school today?
- Where do people live?
- What toys do kids have?
- What clothes do people wear?
- How do they travel from place to place?



- (Modification: An interpreter, visuals, large print, modeling self-regulation)

Modeling and Guided Practice:

- Model adding a square picture of a car onto the "Present" column opposite the horse and carriage. Explain that T-charts are used to compare and contrast ideas and observations.
- Allow the students to fill in the rest of the present column using volunteers who are following rules. Explicitly explain why students are being chosen.
- (Modification: Have the pictures cut out with tape on the back as well as ample moving space for students with mobility impairment.)

Independent Practice:

Give students planning sheet. Give specific advice based on session 1's work. Ask them to draw, adding a label or a sentence, of three things from the present that we now use instead of what we used before.

(Modifications: pencil grip should be provided, and a clipboard to stabilize paper, and if student still has difficulty, have an iPad w/drawing app available and ready.)

Sharing and Reflecting:

Choose a couple of students to share, again sharing expectations for behavior.