

Lincoln's Day

Student Teacher: Emma Tutino		Date: 2/16/2012
Grade Level: 2	Subject: Language Arts	Supervisor: Mrs. Miller
Preliminary Planning		
PA Standards: 1.1 Reading Independently: 1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. 1.2 Reading, Analyzing, and Interpreting Text: 1.2.2.E: Read, understand, and respond to essential content of text in all academic areas. 1.4 Types of Writing: 1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions). 1.6 Speaking and Listening: 1.6.2.A: Listen actively and respond to others in small and large group situations.		
Pre-assessment: Students will read and discuss.		
Objectives: Students will read a story about Abe Lincoln. Students will describe the causes and effect surrounding Lincoln's presidency by completing a worksheet. Students will summarize facts to write a birthday card.		
Individual Modifications: This will be a group activity. All RTI students will be out for a half hour and they can join us to write the birthday cards.		
Materials: <ul style="list-style-type: none"> • Scholastic Book About Lincoln (Copies for the entire class) • Cause and Effect Papers • Whiteboard • Markers • Crayons • Construction Paper • Glue 		
Learning Sequence		
INTO		Time: 10minutes
1. Introduce the book. Ask: What makes someone a great leader? What qualities should a leader have? Begin a web on the board by writing leader in the center circle. Invited children to suggest attributes, such as honest, fair, and brave. Write these words in the surrounding circle. 2. Tell children that they will be reading about a very famous man who was an important leader many years ago: Abraham Lincoln. If children are familiar with this famous American, invite them to share facts that they know. Provide students with background information about the time period.		
THROUGH		Time: 30minutes
3. Read the book. 4. Discuss the map on pages 10-11. Read the title and caption. Explain that the caption works like a map key- it tells what the colors on the map mean. Call on volunteers to read the names of the southern states. Ask: What did these states want to do? (They		

<p>wanted to form their own country). Point out the compass rose in the corner and explain how to use it. Review what the letters N, S, W, and E stand for.</p> <p>5. Distribute the Cause and Effect page. Review with children that an effect is what happened and a cause is why it happened. Help children fill in the missing causes and effects. Lead them to see that Abraham Lincoln ran for president because people asked him to; that the Civil War started because the southern states attacked the northern states; and that the United States stayed together because Abraham Lincoln's army won.</p>	
BEYOND	Time: 20minutes
<p>6. Brainstorm facts about Lincoln on the board.</p> <p>7. Tell students they are going to write a birthday card for Lincoln. They can summarize the facts in the card. Show your example. They can color their card and they can glue their card onto construction paper.</p>	
Post Instructional Planning	
<p>1. Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?</p>	