

**Erin Anagnost**

**Second Grade; Heroes, 30 min**

**Hanover Elementary; Mrs. Sabetti**

**Big Idea:**

*Heroes come in many forms.*

**Pennsylvania State Standard:**

* SL.2.1b Build on others talk in conversations by linking their comments to the remarks of others.
* R1.2.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.
* L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

**Essential Questions:**

* What do heroes do?
* What makes someone a hero?

**Specific Student Objectives/Learning Outcomes (Blooms’ Taxonomy):**

**All Students**: All of the students will sequence events of a story.

**Some Students**: In addition, some students will identify qualities of a *hero.*

**Few Students:** In addition, a few students will identify similarities and differences between two heroes.

**Specific Vocabulary Taught:**

**All Students:** Diversity, leader, challenge, overcome, succeed, agree, interest, discover, perform, study, biography

**Instructional Materials:**

* Rudy Bridges short biography
* Barack Obama biography

**Procedure:**

1. **Introduction:**

This unit, we have been learning about heroes. Today we are going to read two short biographies about two heroes.

* What is a biography?
  + A true story about someone’s life written by another person

1. **Motivation:**

* Review vocabulary:
  + Diversity
  + Leader
  + Challenge
  + Overcome
  + Succeed
  + Agree
  + Interest
  + Discover
  + Perform
  + Study

1. **Lesson Development**

* Pass out stories and ask students to read them independently, highlighting any information they believe to be important.
* Reread the stories as a whole group.
* Direct students to, in their small groups, identify:
  + First
  + Next
  + Then
  + Last
    - Put the words on the board for reference. Ask one person for each group to record the groups answers.
    - Repeat for each story.
* Ask for one response from each group to create one cohesive sequence of events for each story.
* Make a timeline visual on the board.
  + Ask students where the information should go on the timeline.
    - First… would go at the beginning
    - Last… would go at the end

**Specific Strategies for Students for Diverse Learners**

**Universally designed strategies (for all children);** 1. Use visuals and spoken word to introduce the activity 2. Explicitly teach vocabulary words using objects or pictures and word cards (and more for children who are ELL or LD), 3. Explicitly demonstrate the scavenger hunt activity 4. Continually link prior knowledge (from other subjects and cultural backgrounds) with new concepts, 6. Use FM system; and 7. Partner children purposefully for this lesson.

**Specific Strategies (for specific students for this particular lesson);**

1. Partner child YY with another “mentor” child (planned purposefully for child for this particular lesson), 2. Preferential seating for student TT (wears digital hearing aids), 3. Larger print text for student JJ (some visual challenges), and 4. Intentionally and continually check for understanding for student GG who has specific language and processing challenges.

**Summary/Closure:**

* Now that we identified the sequence of events for both of these people, what are some things we can identify about them that make them a *hero?*
  + Ex. first black president
  + Ex. First black person allowed in an all-white school
  + Ex. they advocated for their culture

**Formative Assessment:**

* Exit ticket: Answer our essential question after reading our stories…
  + What do heroes do?

**Summative Assessment:**

* End of unit assessment