

Lesson Plan Template

Text: (Focus/Section for Study)

Ben Franklin's Big Splash by Barb Rosenstock

2nd Grade

Major Understandings:

What do you want students to know after reading the text?

- Students should be able to listen to a text and identify some character traits Ben Franklin possessed.
- Students should be able to read and manipulate information from a timeline and identify some of Ben Franklin's inventions.
- Students should be able to categorize traits and use text based evidence to support their answer.
- Students should be able to participate in small and whole group discussions.

Day One

Read Aloud/Identify Character Traits

Purpose/Objective:

Students should be able to listen to a text and identify some character traits Ben Franklin possessed.

Teacher Read Aloud and students will write one character trait on a post-it to describe young Ben Franklin.

How this should look-

Teacher will give each child a post-it note. While the teacher is reading the story, the children should decide on one character trait to describe Ben Franklin. Upon completion of the read-aloud, Think-Pair-Share will occur and students will then place their post-it on a chart (Parking Lot) to use for days 2 and 3.

CCSS

RL7, SL2, SL3

Discussion Format: *Think-Pair-Share*

Day Two

Read and manipulate information from a Timeline/Identify inventions/Discussion

Purpose/Objective:

Students should be able to read and manipulate information from a timeline and identify some of Ben Franklin's inventions.

Students receive a copy of the timeline and a copy of the activity sheet-1.

How this should look-

Students work with a partner or a small group. They need to match information from the Timeline to the activity sheet. There are several inventions, but students will be asked to match four inventions with the corresponding dates.

CCSS

RF4a

Discussion Format: *Small Group/Partner*

Day Three		Revisit Character Parking Lot and add or delete information/Categorize traits/Use Text-Based Evidence to support your answer	
Purpose/Objective:	Students receive a copy of the activity sheet-2.		
Students should be able to categorize traits and use text based evidence to support their answer.	How this should look- Students revisit the character parking lot and add or delete any character traits they can justify. The student will then decide on a word to describe Ben and use text evidence when completing the activity.		
CCSS W8, SL3	Discussion Format: <i>Whole group/Independent</i>		

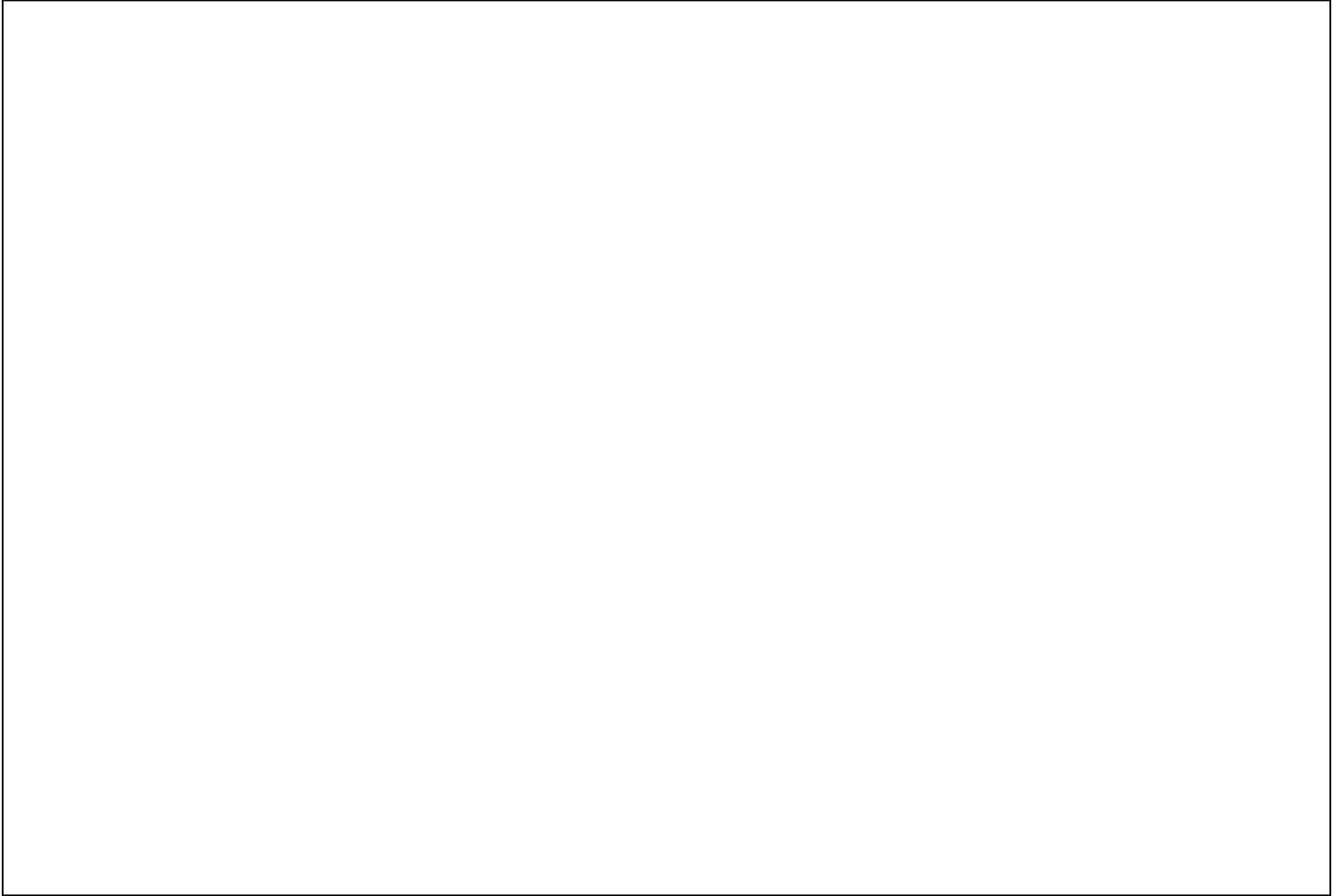
Additional Texts/Resources

Now & Ben: The Modern Inventions of Benjamin Franklin by Gene Barretta (2008)
Square Fish Holt Publishing New York

A Picture Book of Benjamin Franklin by David A. Adler (1991)
Holiday House Publishing New York

My First Biography: Benjamin Franklin by Marion Dane Bauer (2010)
Scholastic, Inc. New York

Name _____



I think Ben Franklin was _____. In the text, the author says

In _____ Benjamin Franklin
invented the glass armonica.



In _____ Benjamin Franklin
invented bifocals.



In _____ Benjamin Franklin
invented the lightning rod.



In _____ Benjamin Franklin
invented swim fins.

