

LESSON BACKGROUND – ROSELYN VAZQUEZ

<p>Subject/Lesson: Language Arts – Non-Fiction: Biographies Martin’s Big Words: The Life of Martin Luther King, Jr. Title of Lesson: “A Globe of Dreams.”</p>	<p>Grade Level: 1st Heterogeneous inclusive classroom</p>												
<p>Differentiation by</p> <table border="0"> <tr> <td>X Content</td> <td>X Readiness</td> <td>Ⓢ Tiered model</td> </tr> <tr> <td>Ⓢ Process</td> <td>X Interests</td> <td>X Cooperative group</td> </tr> <tr> <td>Ⓢ Product</td> <td>X Learning preferences</td> <td>X Learning styles or MI</td> </tr> <tr> <td></td> <td></td> <td>X Choice:</td> </tr> </table>		X Content	X Readiness	Ⓢ Tiered model	Ⓢ Process	X Interests	X Cooperative group	Ⓢ Product	X Learning preferences	X Learning styles or MI			X Choice:
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<p>Differentiation narrative (rationale – how you are differentiating and why): This lesson will include guided instruction and collaboration of groups. Instruction will be modified to meet the needs of all students in the class. Students will work independently, with buddies, in groups and with teacher in responding to the book, “Martin’s Big Words.” Scaffolds for English Language Learners and Children with Special Needs may include: students will work in different stations/centers based on their different levels. Stations will include a “Listening Station,” that will contain an audio version of the book and print copies of books for students to read along to the audio.</p>													
<p>This lesson allows for multiple intelligences (learning preferences) to be used.</p> <ul style="list-style-type: none"> • Verbal/Linguistic: Logical: Students will read and respond to the book, “Martin’s Big Words.” Some students will write the words, “I have a dream for me…” and “I have a dream for the world…” in stars and clouds to create our class Globe of Dreams. Some students will use interactive writing and they will dictate the words “I have a dream for me…” or “I have a dream for the world, ” and teacher will write it in the clouds for them. • Spatial/Visual: Students will use visual/spatial by viewing the illustrations in Martin’s Big Words. Students will also use visual representation in creating their final project, A Globe of Dreams. Students will view the “Big Words” contained in the book. • Kinesthetic: Students will move from their desk to reading area and then into different stations and work in groups while cutting and pasting stars and clouds to create the class’ Globe of Dreams. • Interpersonal: Students will interact with each other and learn through their interactions as they make connections from the story to their own lives and communities. • Intrapersonal: Students will learn through their own interests and goals. 													
<p>Standard(s): CC.1.R.I.7: Use the illustrations and details in a text to describe its key ideas.</p>													
<p>Key Question for the lesson: What is justice and equality? What is fairness? What is “our” responsibility in promoting justice and kindness?” “What are facts and how do they teach us about non-fiction stories?”</p>													
<p>Instructional Objective(s):</p> <ul style="list-style-type: none"> • Students will listen and respond to the book, “Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.,” by Doreen Rappaport. • Students will listen and respond to Martin Luther King, Jr.’s, “I Have a Dream” Speech. (They will identify how Dr. 													

King used a big speech filled with important ideas).

- Students will identify that non-fiction can be translated into written speeches and books that detail facts about a person's life.
- Student will create a Globe of Dreams & Equality (Written or Drawing).

Materials, Media, Resources, Multi-cultural connections: Book: Martin's Big Words (Rappaport, D., (2001). Martin's Big Words: The Life of Martin Luther King, Jr.: Hyperion Books for Children, New York: New York. Pencils, Markers, Notebooks, Construction Paper, Smart Board, Glue, Notebook Paper, Scissors, String.
References: learningtogive.org/lessons/unit263/lesson1.html. Dr. King's I have a Dream Speech, "You Tube."
<http://www.youtube.com/watch?v=V57lotnKGF8>

Assessment of Prior Knowledge (Readiness/Interest):

- Students have been learning about non-fiction books (i.e., biographies).
- Students have been learning about fairness and equality.

LESSON PROCEDURE

Bellwork (as defined by Harry Wong)

or transition into lesson: Students have a piece of blue construction paper on their desks. Teacher will ask students what does the color blue remind them of. Teacher will say that it reminds her of the sky and we will engage in a "Blue Sky" Activity. The "Blue Sky" activity is a visual exercise. Students will be asked to close their eyes and imagine the community they live in. They will be asked to talk about what is good and fair about their community and what will they change, if they could. They will then be asked to imagine how they would like their community or world to be so that it will be fair for everyone. Teacher will write their responses and create a chart based on their responses. (This activity encourages empathy, compassion and self-expression).

**Timing:
5 – 8
minutes**

Initiation with students

• **Hook to lesson:** Teacher will explain to students that they are going to be participating in a game that will imitate something that has happened and happens in real life. Teacher will explain that during not everything during the game is going to be fair but afterwards teacher will make some changes to make sure that everyone is treated fairly. Teacher will have pencils with eraser tops and pass them out to only the boys in the class. Pencils and erasers will not be passed out to any of the girls. The idea is to give out the pencils to those that share similar characteristics (in this instance only boys got pencils). Teacher will then say, "All of the boys get a pencil and eraser today." Teacher will then listen to the reaction of students. Teacher will ask questions such as, "Is it fair that only boys got pencils?" "Why or why not?" "How did that make you feel?" "What can we do to make sure everyone is treated fairly?" Afterwards, teacher will pass out a pencil and eraser to the rest of the students.

**Timing:
5 – 8
minutes**

• **Explanation of Objectives:** After the hook, teacher will let students know that they did a great job today in identifying what is fair or not and how we can make sure everyone is treated fairly. Teacher will then tell students, "Today I am going to read a story about a great man. His name is Martin Luther King, Jr. Does

anyone know who Martin Luther King Jr. is?" (a brief discussion about who the students think he is will take place). Martin Luther King, Jr. was a real person and the book I am going to read is a true story. Teacher would ask, "Does anyone know what a book about a person's life is? Is it fiction or non-fiction?" (A conversation will take place about fiction/non-fiction). Teacher will then explain to students that the book is written by some other person than MLK and that it is based on actual facts of Dr. King's life. Teacher will ask, "What is the difference between an opinion and fact?" After we read the book about Martin Luther King, Jr., we are going to discuss the book and create our own vision of what we dream for ourselves for the future and what we dream for the world for the future so that it can be fair and equal.

Development of lesson including assessment(s): Teacher will say, "As I read the story "Martin Big Words: The Life of Dr. Martin Luther King, Jr," I want you to listen to words that describe some of the facts in the story that led you to see how Dr. King felt about how unfair people were being treated and how he tried to change or solve the problem so that everyone would be treated fairly." Students will move to the rug/reading area and teacher will read the book aloud. Teacher will stop periodically to check for understanding. Teacher will ask certain questions such as: "Who were the people that were not being treated fairly?" "Can you tell me some ways in which they were not being treated fairly?" Teacher will continue to read. Teacher will ask students to interpret certain meaning of words throughout the story. Teacher will also ask students why do they think the author used Big Words throughout the story. "Were big words used to highlight the facts of Dr. King's life?"

After the reading, teacher will ask students other questions such as how did Dr. King use Big Words? How did he try to change the world so that everyone is treated fairly?" "How did he make his dream come true?" "What should we do when we see unfair treatment?" (Teacher will then remind students about the simulation activity and how we fixed the problem so that the entire class was being treated fairly).

Teacher will then read aloud, Dr. King's "I have a Dream Speech" and show them a video clip of the speech and discuss this with the class. (The purpose of watching the video is for students to try and identify how Dr. King used a "big" speech filled with important ideas). Teacher will explain that, "today, we are going to create a "Cloud of Facts" and a "Globe of Dreams". We are going to discuss, write and draw about what our dreams are for ourselves and what are dreams are for the world. We will also create a cloud filled with facts from "Martin's Big Words" and draw and write some of the facts in the story that show what Martin's big ideas were. Teacher will explain that students will write/draw on a star what the dream for them is and on a cloud what the dream for the world is. Teacher will explain that students will work in centers with other students to create their stars and clouds for the Globe of Dreams and Cloud of Facts. Teacher will explain that once we complete it, we will discuss it and share it with classmates and then we will be organizing an exhibition for parents, caregivers, friends and other families to come and share in the class.

Teacher will begin the Cloud of Facts by writing down one of the Big Words that signifies one of the facts from the story and Dr. King's life and the Globe of Dreams lesson by cutting a star for herself and writing, "I have a dream for me..." that one day I will be a teacher. (Teacher will draw a teacher in the star and explain to

**Timing:
40
minutes**

students that as a little girl her dream was to be a teacher). Teacher will then use a cloud cut out and write, "I have a dream for the world..." that all students around the world will read stories such as the one we just read and draw a book in the cloud. Teacher will explain that some dream of being police officers, doctor, lawyers, of being kind, fair, etc. Teacher will explain that others dream for the world to have peace, health, equality, etc.

Students will then go to their assigned centers and work with their groups. For students that are ELL or require guided practice, teacher will work with them or they will work with a buddy. Teacher will also have a student from the 6th grade class that will help other students by guiding them and helping them in interactive writing by writing down the words, "I have a dream for me..." or "I have a dream for the world..." Students will create their Globe of Dreams using Star and Cloud Cut-outs and pasting them on the big blue globe (circle) on the bulletin in the back of the classroom.

Closure: Students will invite their parents, siblings and/or caretakers to the class for an exhibition and present their final product, "Globe of Dreams." Students will explain during the exhibition that Martin Luther King, Jr., was a real person and a book was written about facts of his life. Students will explain that he was treated unfairly and he had a dream to make things better. (They will discuss the book Martin's Big Words and the Cloud of Facts). Students will then share their "Globe of Dreams," by talking about the dreams they have for themselves and the dreams they have for the world so that it can be fair.

Note: For students who are shy about presenting or who are ELL students, either the teacher will present on their behalf or they will have another student assist them in presenting. (The student could be a buddy they worked and shared with).

Assessment Strategies: Teacher will observe students' responses to the simulation activity during the hook to lesson and analyze their responses to what is fair and what isn't fair. Teacher will analyze how students use facts from the book to create a Cloud of Facts. As students are creating their stars and clouds for the Globe of Dreams teacher will engage in conversation and travel to the different stations and engage in conversation with students about what their drawings and dreams convey. Teacher will also analyze students' response during the class exhibition.

Analysis of student performance data in light of objectives: Teacher will ask students what they liked most about the lesson? Teacher will ask students to identify different ways in which "we" or "others" can be fair or unfair? Teacher will ask students to identify the many different ways in which they can be fair and kind to others.

Self reflection on the lesson: Teacher will be reflecting on the lesson during the read aloud to ensure that students are understanding the author's message or the story and that students are able to identify the facts of the story and that non-fiction is based on biographies and speeches as well as other different types of stories. Teacher will also engage in conversations with students to ensure that they are understanding what is fair and how they can create a fair world.

