**Kim Freeman’s Lesson Plan for NEA’s Learning and Leadership Grant**

**Core Knowledge Language Arts Listening and Learning Second Grade Unit**: 1 **Lesson**: 1A

**Story**: The Ancient Greeks

**EQ: How does the author use cause and effect to connect historical events or ideas?**

**LO: I can identify the cause and relationships between events in a text.**

**APK**: TTW- present a paragraph. TSW-will model how to determine the cause and effect relationships between events from the text. TSW will turn and talk to their partner on what strategies we can use cause and effect relationships between events in a text.

**Vocab Strategy**:

TTW- read vocabulary warm-up to introduce story vocabulary focus on using context clues.

TTW- refer to anchor chart for key vocabulary: ***boundaries, contributions, independently, rugged, unique***

**Learning Activity Part 1:**

TTW- *“Often in nonfiction text an author will share relationships between things. In this text, we will explore what is the* ***cause and effect of***  creating a new civilization*.”.* Supporting details and the main ideas help readers to understand what is happening in the story. We need to pay attention in the story how the author use supporting ideas to help us learn about the main idea in the subheading or heading.

TTW-read aloud the 1st reading of the text. TTW will model a think aloud on major teaching:

Lesson Introduction**:**  Tell students they are going to hear about an ancient civilization that is still remembered today for the way its people thought and lived.

**Instructional Plan w/Learning Focus:**

Introduce read-aloud: Build background knowledge with images from flip book: image 1A5-Kings from ancient civilizations (clockwise from left Mesopotamian, Egyptian, Inca, Aztec)

Purpose for listening: Tell students to listen to find out more about this ancient civilization that developed long ago across the Atlantic Ocean on the continent of Europe.

DOK Questions: What is a civilization?

 Describe the terrain of ancient Greece

 How were the ancient Greeks unique or special?

Materials: Poster 1 (map of ancient Greece), world map or globe, Flip cart, image cards

Assessment: Comprehension questions

TTW-read aloud the 1st reading of the text. TTW will model a think aloud on major teaching

**Assessment prompt: 1**

TSW- Turn and Talk-to partners. Mind stream- 60 seconds. Partners #1and #2 Tell about what we learned about the island using context clues and illustrations.

TTW will ask what about how word phrases and illustrations help us learn from the text doing a modeled think aloud.

**Learning Activity 2:**

TTW/TSW- Read paragraphs 3 and 4 with a partner, or small group. Determine word meanings using context clues and using illustrations and write on sticky notes to add to the organizer.

TSW- independently read the last 2 paragraphs. Determine key details and write on sticky notes to add to organizer. TTW- clear up any misconceptions.

**Summarizing Strategy**: Write to answer the EQ

Assessment: Comprehension questions

Enrichment-I used the Greek Culture Kit to supplement this lesson and learned this technique from my professional development Workshop. Scott Raynor (tour guide) made French Culture accessible to the group by using authentic food, travel, and museum experiences to deepen and expand our knowledge about French culture. The experience helped me to use this address racial and equity bias in the classroom by teaching my students to learn we have more things in common that different about us. We looked at the Greek Kit from the Carolina Navigators. This organization provides free kits to classroom teachers to expose students to global education with cultural artifacts, videos and lessons from K-12. This is their website: <https://navigators.unc.edu/>

The students also wrote in their cultural notebooks which served as personal journals and study guide to record information about the different cultures we learned about.