**Lesson Plan**

Title and Author of Reading Material “Saving the Liberty Bell” by Megan McDonald

Summary of Reading Material:

A boy, John Jacob, and his father go to Philadelphia. They have to save the Liberty Bell from the red coats. They go through adventures while keeping the Liberty Bell safe.

Theme of Reading Material: The Liberty Bell is an important symbol and it should be protected.

Standards:

1.RN.2.2 Retelling main ideas and key details.

1.RN.3.2 Help students identify that this is structured as a nonfiction narrative.

1.1.9 Distinguish between fact and fiction.

Objectives:

Given a grade level nonfiction text, students will retell (REMEMBERING) the main ideas and key details form the text.

When given a grade level nonfiction text, students will explain (UNDERSTANDING) the structure of the text when asked, “How can this text be both nonfiction and a narrative?”

After reading a grade level nonfiction text, students will compose (CREATING) one fact and one opinion in their own writing.

* Attention-Getting Signal:
* Teacher says “1, 2, 3, eyes on me”
* Students say “1, 2, eyes on you”
* Back up signal
	+ Teacher says “Class, class”
	+ Students say “Yes, yes”
* Behavior Expectations:
	+ Raise your hand before talking.
	+ Be respectful of your classmates and teachers.
	+ Keep your hands and feet to yourselves.
	+ Listen and follow directions.
* Materials List:
	+ Liberty Bell picture from Ball State University Library
	+ “Saving the Liberty Bell” by Megan McDonald
	+ Paper for fact and opinion writing
	+ Pencils
* Technology Integration:
	+ Use SmartBoard to write the main ideas after reading the text.
* Active Engagement Strategies:
	+ Ask questions throughout the text.
	+ Write main ideas on the SmartBoard and ask students for ideas.
	+ Ask students to fact and opinion ideas during the lesson.

Writing and fact/opinion exit ticket.

* + Turn and talk to your neighbor

**Procedures: Describe the following for all text used.**

**STAGE 1: PREREADING**

* Hook:
	+ I will bring in a picture of the Liberty Bell from the Ball State University Library. Pull a picture up on the SmartBoard if this is not feasible.
* “Class, I want to show you a picture of the Liberty Bell. But first, I want you to tell me what you already know about the Liberty Bell. Raise your hand and I will call on a few people.” *Take a few responses.* “What I want you to know right now about the Liberty Bell is an American symbol for liberty, it is in Philadelphia, Pennsylvania, and it has a large crack right up the side.”
* “Here is the picture that I wanted to show you all. What is the woman doing in the picture?” *Pause to take responses.* “That’s right! She is moving the Liberty Bell. In this book that we are just about to read, a young boy does something very similar. We will talk about that more later.”
* “In 20 seconds I want you to talk to your neighbor about the difference between fiction and nonfiction.” *Pause for responses.* “Everyone had some good comments. I heard someone saying that fiction is something that is not based off of real and nonfiction is something that is based off of real life. That is a very good way of explaining. This book is a non-fiction text but it also tells a story. When you put these two things together it is called a nonfiction narrative.”

Help Students set a purpose for reading.

Include: Goal for Learner: “Today, boys and girls, we are learning about main ideas, the structure of our text, and fact and opinion:

Teaching Vocabulary (if needed in order to understand the main gist)

* Liberty – “Okay boys and girls, does anyone know what liberty means?” *Pause to take responses.* “It means that you are free to do what you want and make your own decisions basically.”
* Redcoats – “Back when America and Britain were fighting during the Revolutionary War, the Americans called the British soldiers ‘redcoats’ because their uniforms were bright red.”

**STAGE 2: READING**

Decide on how students will read text

I will read the text to students while pausing to ask questions, make comments, and think out loud.

Teach and Apply Strategy or Skill (e.g., modeling, summarizing, predicting, etc.)

* I will read and stop to help students pick out the main idea and also distinguish between fact and opinion. NOTE: There are no pages numbers so I put post-its on each page where I will stop to ask questions.
* First Post-It: “I notice a fact and also an opinion on this page. Who can tell me what might be an example of a fact from this page?” *Pause to take responses* “Who else can tell me what might be an example of an opinion from this page?”
* Second Post-It: “Wow, something big happened on this page. Turn and talk to your neighbor about what we just found out.” *Allow 20 seconds for students to talk.* “Class, class. I heard some great things! Let’s keep moving on to see what happens next.”
* Third Post-It: Stop to explain what “Proclaim liberty throughout all the Land unto all the Inhabitants thereof” means. “This sentence is a little confusing because it uses language that we are not used to. This quote is included on the Liberty Bell and basically means let America be free.”

**STAGE 3: RESPONDING**

Participate in grand discussion or other discussions. Be sure to list the questions and label each question type. Be sure to include a variety of higher-level questions.

* “Okay everyone, there are a few things in this book that are important to the story. I want you to take a few second and recall (REMEMBERING) the MOST important part you can think of. ” *Pause to take responses. Be sure to include these ideas: The redcoats were coming to invade Philadelphia, and the mission was to hide the Liberty Bell.*
* “Explain how you know if an idea is a main idea.”
* “How can you tell if this book is fiction or nonfiction? Also, what is it called when a book tells a story?” *Pause to take responses.* “And what type of book is this, class?” \**Nonfiction Narrative\**

**Closing (If this lesson takes two days to teach, how will you close on Day 1 and then on Day 2)**

* Review of the Objective (Higher Level Questions):
	+ “Before we finish, check (EVALUATING) our main idea list to make sure that what we have is right. Also check to see if we are missing anything.”
* Real Life Application:
	+ “When you are reading a book you can use the strategies we used to figure out the main ideas of the book. Remind me how you can tell if something is a main idea (REMEMBERING).”

**STAGE 4: EXPLORING**

OPTIONS:

* Read the extra material about the Liberty Bell in the back of the book. It explains more about the historical accuracy of the book.
	+ “What do you think about the book now that we have learned a little bit more about how it really happened in history?”

**STAGE 5: Applying (**Use the understandings about the theme of the text).

* “Think back to what we just read. How can you use fact and opinion in your own writing. Right now I would like you to write a few sentences about what you learned from this lesson. Be sure to included one fact and one opinion in your writing.”

**Describe how you will assess your students’ performance on each objective of your lesson.**

* Ask students to talk to their neighbor about what they believe to be the main idea. I will listen to the students’ responses and observe. Students will write a few sentences about what they learned during the lesson. The will included one fact and one opinion in their writing. At the bottom of the page I will have students write down how one text can be a both a nonfiction text and a narrative.

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