

Ben Franklin Unit
Lesson 3: Writing an Almanac
Created by: Ryan Adams

Lesson: Writing An Almanac like Ben Franklin

Length: 45 minutes to teach (Students will 4 separate pages of their own almanac.)

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.1.7—Chronological Thinking Comprehension, Analysis and Interpretation, Research: Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

English: 3.5.2—Write descriptive pieces about people, places, things, or experiences that develop a unified main idea. Use details to support the main idea.

Performance Objective(s):

Social Studies:

While using *Ben Franklin's Almanac of Wit, Wisdom, and Practical Advice*, students will include at least three facts about Benjamin Franklin on each page of their Almanac.

English:

Given a list of descriptive words, students will use at least six throughout each page of their Ben Franklin almanacs.

Assessment:

My assessment will be a self-created rubric that determines if students included at least three facts on each page of their Almanacs. The rubric will also assess whether or not students used at least six descriptive words in their Almanacs as well.

Advance Preparation by Teacher:

- Create rubric
- Copy the last five pages of the lesson plan for every student in the classroom.
- Have a copy of *Ben Franklin and His Notebooks* by Ben Horowitz
- Obtain copies out of the following pages out of *Ben Franklin's Almanac of Wit, Wisdom, and Practical Advice* by the Editors of The Old Farmer's Almanac. (Pages 20, 76, 199, and 254.)
- Read over the lesson plan and make sure all parts are clear.

Procedure:

Introduction/Motivation:

1. Say to the students, “Remember how yesterday we read *Ben Franklin and His Notebooks* to help us with our predicting skills? Today, we are going to learn about what an almanac is, what its purpose is, and how to write one yourself like how Ben Franklin would write one. Can anyone recall from *Ben Franklin and His Notebooks* what an almanac is?”
Allow time for sharing.

(**Gardner:** Verbal/Linguistic, Intrapersonal) **Bloom:** Knowledge

Step-by-Step Plan:

1. Further discuss with the class what an almanac might include based off what *Ben Franklin and His Notebooks* says they include in make. Make similar chart to the one shown below on the white board with the students. If the students do not understand one or more of the elements, be sure to discuss them in further detail.

(**Gardner:** Visual-Spatial, Intrapersonal, Verbal-Linguistic)

Full of useful advice	Recipes
Wise Sayings	Different, interesting ideas

2. “Now that we have talked about some of the things included in almanacs, we are going to look at several different pages in *Ben Franklin’s Almanac of Wit, Wisdom, and Practical Advice* for some ideas on what you all can include in your own almanacs we will get started writing today. Before we go any further, who thinks they might know what practical advice is and can give some examples.” The following page numbers are ones the teacher will have made copies of to share with the students: page 20, 76, 199, and 254.

(**Gardner:** Visual-Spatial, Intrapersonal, Verbal-Linguistic)

3. As the various examples are gone over with students having copies of them, students will be asked to identify what they feel are descriptive words. Beforehand, teacher will explain to students that a descriptive word is one that allows a person to imagine an object or person without being right there. For example, teacher will write the following descriptive words on the whiteboard for students to justify why they could be considered descriptive: twisted, fuzzy, and slimy.

(**Gardner:** Visual-Spatial, Intrapersonal, Verbal-Linguistic)

4. Go through each of the almanac examples with students and have them identify various descriptive words they found while reading them in small groups of 3-4 students.

(**Gardner:** Visual-Spatial, Interpersonal, Verbal-Linguistic)

5. Have students come back to their seats and have a class discussion about some of the descriptive words the students found as they were reading. While discussing, the following are a few words the students might come up with:

- Yummy (page 199)
- Non-stick (page 199)
- Thicker (page 199)
- Buttery (page 254)
- Sweet (page 254)
- Large (page 254)
- Long (page 76)
- Wooden (page 76)
- Highest (page 76)
- Layered (page 20)
- Freezing (page 20)
- Shivering (page 20)

With some of the words students mention, ask them some of the following questions: How would you use [insert a word] in a sentence? (**Bloom:** Application) How is [insert a word] related or similar to [insert a word]? (**Bloom:** Analysis)

(**Gardner:** Visual-Spatial, Interpersonal, Verbal-Linguistic)

6. We're almost ready to start beginning our own almanacs, but before we get started, we need to talk about the difference between facts and opinions. Does anyone the difference the two? Allow time for sharing.
(**Gardner:** Verbal/Linguistic, Intrapersonal)
7. To teach students further about the difference between facts and opinions, play the following Arthur Fact and Opinion game on the Smart Board: <http://pbskids.org/arthur/games/factsopinions/>. This website verbally provides students with kid-friendly definitions of fact and opinion and provides numerous examples of the two. Allow students to play the game for about 7 minutes.
(**Gardner:** Verbal/Linguistic, Bodily-Kinesthetic, Interpersonal, Visual-Spatial)
8. Now that we have learned about the difference between fact and opinion, I will now hand out the requirements of your almanacs you all will be created over the next several days. Students will be given the rest of the class time to work on their first page of their almanacs. As the students are working, the teacher will walk around to answer any questions and to make sure the students understand the assignment. Students need to be reminded that must include in at least six descriptive words on each page of the almanac along with three interesting facts about Ben Franklin. Tell students that they will be learning new facts about Ben Franklin as the unit progresses. Since the students are not learning all about Franklin before this activity they will write the three other almanac pages after the following lessons five, seven, and ten. Then during the twelfth lesson students will create the cover for their almanac. Students should also be reminded that after the almanacs are finished, they will be created a front and back cover for them.
(**Gardner:** Visual-Spatial, Intrapersonal, Verbal/Linguistic).

Closure:

Now that we looked at Ben Franklin's life and what he wrote about in almanacs, we will begin to look further into his life during our next lesson. In our next lesson, we will learn how Ben Franklin "stole lightning" during a thunderstorm.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension

- Read the directions with the student
- Re-read the book with the student and ask them several comprehension questions as the book is being re-read.
- If this student gets stuck while writing help them brainstorm some ideas that they can write about.
- This student may also work with a paraprofessional or be pulled out into the resource room.

Student with ADHD

- This student will receive one direction at a time so they do not feel over loaded.
- This student will be placed in a group with other students that are trustworthy and that they have worked with in the past.
- While writing this student will be allowed to have two breaks to prevent them from feeling overwhelmed.

Autism

- Provide direct instruction for student
- Repeat the directions several times to be sure the student understands the directions.
- Use a positive behavioral support with this student by offering them incentives to work cooperatively.
- This student will also be placed with trustworthy students that they have worked with in the past.
- During the writing of the journal allow this student to work with the paraprofessional and the classroom teacher. These adults will guide the student through their writing.

Self-Reflection:

1. Were all students involved during both parts of the lesson?
2. Did the teacher lose control of the students during this activity or maintain control?
3. What went well during the lesson?
4. Did most students meet the objective set forth in the lesson?
5. What went well? What did not go so well?

Almanac Writing

Students will create their own four-day almanac and then display them in the hallway for everyone to see.

How will you create your almanac?

- We will learn about what is written inside an almanac during lesson three of the Ben Franklin unit.
- Then as a class, we will discuss the differences between facts and opinions and what descriptive words are.
- The teacher will then provide students with special paper to write their almanacs on and a cover/back page for the almanac.
- Then you should start writing your almanac.

What needs to be included in my almanac?

1. The almanac must contain four different pages.
2. A creative cover/back page
3. Each page must contain 6 descriptive words and 3 facts about Ben Franklin
 - a. Lists of descriptive words are provided with this packet.
4. The almanac should include all four of the areas below somewhere within the four pages you create.

Full of useful advice	Recipes
Wise Sayings	Different, interesting ideas

When do we write?

- We will write an almanac page after lesson 3, 5, 7, and 10 and then create our cover/back page during lesson 12.
- While writing, students will go through the writing process and share their writing with other students.
- The writings will be collected after lessons 4, 6, 8, and 11 to allow the teacher time to check the writing so everything will be ready in a timely fashion for the final draft.

PLEASE ASK ANY QUESTIONS THAT YOU MAY HAVE!! HAVE FUN WRITING!!

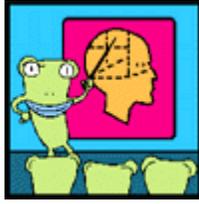
Appearance	Appearance <i>Contd.</i>	Condition	Condition <i>Contd.</i>	Feelings (Bad)	Feelings (Bad) <i>Contd.</i>
adorable adventurous aggressive alert attractive average beautiful blue-eyed bloody blushing bright clean clear cloudy colorful crowded cute dark drab distinct dull elegant excited fancy filthy	glamorous gleaming gorgeous graceful grotesque handsome homely light long magnificent misty motionless muddy old- fashioned plain poised precious quaint shiny smoggy sparkling spotless stormy strange ugly ugliest unsightly unusual wide-eyed	alive annoying bad better beautiful brainy breakable busy careful cautious clever clumsy concerned crazy curious dead different difficult doubtful easy expensive famous fragile frail gifted helpful helpless horrible important	impossible inexpensive innocent inquisitive modern mushy odd open outstanding poor powerful prickly puzzled real rich shy sleepy stupid super talented tame tender tough uninterested vast wandering wild wrong	angry annoyed anxious arrogant ashamed awful bad bewildered black blue bored clumsy combative condemned confused crazy, flipped-out creepy cruel dangerous defeated defiant depressed disgusted disturbed dizzy dull embarrassed envious evil fierce foolish frantic frightened grieving	grumpy helpless homeless hungry hurt ill itchy jealous jittery lazy lonely mysterious nasty naughty nervous nutty obnoxious outrageous panicky repulsive scary selfish sore tense terrible testy thoughtless tired troubled upset uptight weary wicked worried

Feelings (Good)	Feelings (Good) <i>Contd.</i>	Shape	Size	Sound	Time
agreeable amused brave calm charming cheerful comfortable cooperative courageous delightful determined eager elated enchanting encouraging energetic enthusiastic excited exuberant fair faithful fantastic fine friendly funny gentle glorious good	happy healthy helpful hilarious jolly joyous kind lively lovely lucky nice obedient perfect pleasant proud relieved silly smiling splendid successful thankful thoughtful victorious vivacious witty wonderful zealous zany	broad chubby crooked curved deep flat high hollow low narrow round shallow skinny square steep straight wide	big colossal fat gigantic great huge immense large little mammoth massive miniature petite puny scrawny short small tall teeny teeny-tiny tiny	cooing deafening faint harsh high- pitched hissing hushed husky loud melodic moaning mute noisy purring quiet raspy resonant screeching shrill silent soft squealing thundering voiceless whispering	ancient brief Early fast late long modern old old- fashioned quick rapid short slow swift young

Taste/Touch	Taste/Touch Contd.	Touch	Quantity
bitter	melted	boiling	abundant
delicious	nutritious	breezy	empty
fresh	plastic	broken	few
juicy	prickly	bumpy	heavy
ripe	rainy	chilly	light
rotten	rough	cold	many
salty	scattered	cool	numerous
sour	shaggy	creepy	substantial
spicy	shaky	crooked	
stale	sharp	cuddly	
sticky	shivering	curly	
strong	silky	damaged	
sweet	slimy	damp	
tart	slippery	dirty	
tasteless	smooth	dry	
tasty	soft	dusty	
thirsty	solid	filthy	
fluttering	steady	flaky	
fuzzy	sticky	fluffy	
greasy	tender	freezing	
grubby	tight	hot	
hard	uneven	warm	
hot	weak	wet	
icy	wet		
loose	wooden		
	yummy		

Adjective list we retrieved from:
<http://www.keepandshare.com/doc/12894/adjective-list>

Almanac Writing



Name: _____

Teacher: Mr. Adams

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Descriptive Words	Student listed 0-11 descriptive words throughout their almanac.	Student listed 17-12 descriptive words throughout their almanac.	Student listed 23-18 descriptive words throughout their almanac.	Student listed 24 or more descriptive words throughout their almanac. (6 descriptive words per almanac page)	_____
Ben Franklin Facts	Student listed 5-0 facts about Ben Franklin in their almanac.	Student listed 8-6 facts about Ben Franklin in their almanac.	Student listed 11-9 facts about Ben Franklin in their almanac.	Student listed 12 or more facts about Ben Franklin in their almanac. (3 facts per almanac page)	_____
Cover/Back Page	Student did not complete a cover or back page to their almanac.	Student created either the cover or the back page to their almanac.		Student created a cover and back page to their almanac.	_____
Organization	Paper does not flow at all and there is 0-1 supporting details and does not relate back to the main idea.	Paper includes 1-2 supporting details and is not very easy to read.	Paper includes 2-3 supporting details and is understandable for the most part.	Paper flows well because everything relates to the main idea and it has several supporting details. The paper is easy to read.	_____
Handwriting	Hard to read and letter are not formed well.	Writing is legible but presented in a sloppy manner.	The letters are well formed but not neat.	Neat and easy to read with well-formed letters.	_____
				Total---->	_____

Teacher Comments: