

Manchester College—EDUC 327

Ben Franklin Unit

Thematic Unit Plan

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Professor Schilling

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Introduction to Ben Franklin Unit:

Typical Third Grade Learner:

Third grade students can begin to do more complex assignments because they use the skills they learned in kindergarten through second grade and piece them together to complete assignments (Rice, 2010). Students begin to learn and become better readers by completing more complex assignments. As a third grader, students will learn different strategies to use to help them organize their thoughts before writing. Students also participate in more group activities and continue to build friendships during this grade. Group work allows students to discuss strategies they use during reading and problem solving. Teachers should introduce third grade students to multiple viewpoints. Third graders have a better understanding of how people around the world are all different and come from different cultures. These students should also be able to identify how the transportation and communication systems have changed throughout history. Finally, third grade students are energetic, independent, and eager to learn new skills and ideas (Rice, 2010).

Information Retrieved from:

Rice, M. (n.d.). 3rd Grade . Grade-by-Grade . Going to School . PBS Parents PBS. *PBS*.

Retrieved October 7, 2010, from http://www.pbs.org/parents/goingtoschool/how_3.html

Rice, M. (n.d.). 3rd Grade . Grade-by-Grade . Going to School . PBS Parents | PBS. *PBS*.

Retrieved October 7, 2010, from http://www.pbs.org/parents/goingtoschool/what_3.html

Rationale:

Benjamin Franklin was a very influential individual in the creation and development of the United States of America. His inventions helped not only the generation during his life but many other generations in the future. Students have to comprehend the many inventions that regulate our society in today's culture. Volunteerism was an important aspect of Franklin's life—just like it is today in many different forms, such as canned food drives, community clean ups, and various other activities. Students must learn the value of volunteering their time and energy to give back to their community. The Declaration of Independence is a cherished document that contains several values and traditions that Americans follow. Learning about this document will help students understand where their rights and freedoms were developed. In a nutshell, Benjamin Franklin's life, achievements, and inventions made life easier for the men and women of this country, and it is important to realize this. The majority of this rationale falls in contexts with the following Indiana Academic Standards for Social Studies: 3.4.4, 3.4.2, 3.2.2, and 3.1.7.

Goals:

- Students will be able to identify several of Ben Franklin's inventions.
- Students will be able to identify the importance of electricity and how Ben discovered electricity.

- Students will be able to identify national symbols.
- Students will recall the importance of volunteerism and how it helps their community and other people around the world.
- Students will be able located services in their community and identify why they are important. (E.g. Post Office and Volunteer Fire Department.)

Objectives:

1. Given game directions, student will cooperatively perform tasks asked of them without any teacher intervention. **(P.E. 3.5.1)**
2. Using the Prediction and Infer worksheet, students will identify at least three predictions as they complete the worksheet. **(English 3.2.4)**
3. After reading *Ben Franklin and His Notebooks* by Ben Horowitz, students will identify two facts from the story. **(Social Studies 3.1.7)**
4. 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. **(Social Studies 3.1.7)**
5. Given a list of descriptive words, students will use at least six throughout each page of their Ben Franklin almanacs. **(English 3.5.2)**
6. After discussing several ways humans can protect themselves during a thunderstorm, students will create posters identifying at least 5 ways to stay safe during thunderstorms. **(Science 3.3.6)**
7. After reading *Boxes for Katje*, students will write at least two sentences identifying why community service is important. **(Social Studies 3.4.4)**
8. Given a ruler, students will measure 4 pieces of fabric to the nearest ½ inch to create scarves. **(Math 3.5.1)**
9. After viewing *Ben & Me*, students will identify two fictional and factual events that occurred within the movie. **(Social Studies 3.1.7)**
10. Given the definition of goods and services, students will identify two goods and two services in our community. **(Social Studies 3.4.2)**
11. Given the different ways inventions can be used, students will identify two different ways that their group can use the invention they created. **(Science 3.1.7)**
12. After reading *Ben Franklin* by Cynthia Benjamin, students will identify two services that Ben Franklin developed in their song. **(Social Studies 3.1.7)**
13. After learning the importance of goods and services, students will write two paragraphs with 4 sentences each, scoring a minimum of 80% on the rubric. **(Social Studies 3.1.7)**
14. After learning about five national symbols, students will identify the importance of at least 3 symbols by writing two or more sentences per symbol. **(Social Studies 3.2.2)**
15. Using a magic square template, students will correctly complete two out of the three squares **(Math 3.2.1)**
16. Given the ingredients of a strawberry cake, students will identify at least 4 goods found in the recipe. **(Social Studies 3.1.7)**
17. After identifying at least 3 goods, students will recognize 3 services that provided those goods. **(Social Studies 3.1.7)**
- 18.

Standards:

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.

Throughout several lessons of the unit the teacher will discuss and assess student knowledge of distinguishing between fact and fiction. This standard will be assessed in lessons 2, 3, and 6. Fact and fiction will be discussed but not assessed in lessons 1 and 4. The teacher will use several books and a video to help student determine the different between fact and fiction in historical accounts.

3.4.4— Define interdependence Give examples of how people in the local community depend on each other for goods and services. (Lesson 5)

Teacher will students the book Boxes for Katje by Candace Fleming, and discuss on community service helps other people. The students will also do a community service project by creating scarves for people within the community. Students will understand the importance and impact community service has on others. This standard is taught in lesson five of the unit.

3.4.2—Give examples of goods and services provided by local business and industry.

Teacher will introduce students to goods and services and help them identify goods and services within their community. Students will learn about goods and services through books, a field trip, and pictures. Students will be assessed on this standard in lessons 7, 8, 9, and 12.

3.2.2—Foundations of Government: Identify fundamental democratic principles and ideals

Teacher will introduce different national symbols to students and identify what they mean to Americans. The teacher will read the story Symbol of America by Susan DeStefano to introduce students to different students. Students will then receive a packet of information to read on national symbols. Finally, student will write two paragraphs about national symbols. This standard will be utilized and assessed in lesson ten of the unit.

Science:

3.3.6—Describe ways human beings protect themselves from adverse weather conditions.

Teacher will read students How Ben Franklin Stole the Lightning by Rosalyn Schanzer and then discuss with the students how humans protect themselves during thunder storms and during other weather emergencies. This standard is used in lesson four of the unit.

3.1.7—Recognize that and explain how an invention can be used in different ways, such as a radio being used to get information and for entertainment

Teacher will lead a class discussion with students about Ben Franklin's inventions and have the students identify different ways inventions can be used. Students will identify multiple ways the inventions they created can be used. This lesson is being used in lesson seven of the unit.

Math:

Math: 3.2.1—Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.

Teacher will teach students how to add whole numbers and read students Ben Franklin and the Magic Square by Frank Murphy. Once students have been taught how to create a "Magic Square" students will use their addition skills create their own. This standard is utilized in lesson eleven of the unit.

Math: 3.5.1—Measure line segments to the nearest $\frac{1}{2}$ inch.

The teacher will teach students how to use a ruler to measure to the nearest half inch in lesson number five of the unit. The students will then measure larger pieces of fabric and then cuts strips in the fabric every half inch to create a scarf during.

English:

3.2.4—Recall major points in the text and make and revise predictions about what is read

Teacher will define and discuss predictions with their students before conducting a think aloud using the book Muncha! Muncha! Muncha! by Candace Fleming. After the think aloud, students will read Ben Franklin and His Notebooks by Ben Horowitz and complete a prediction worksheet independently. The standard is found in lesson two of the unit.

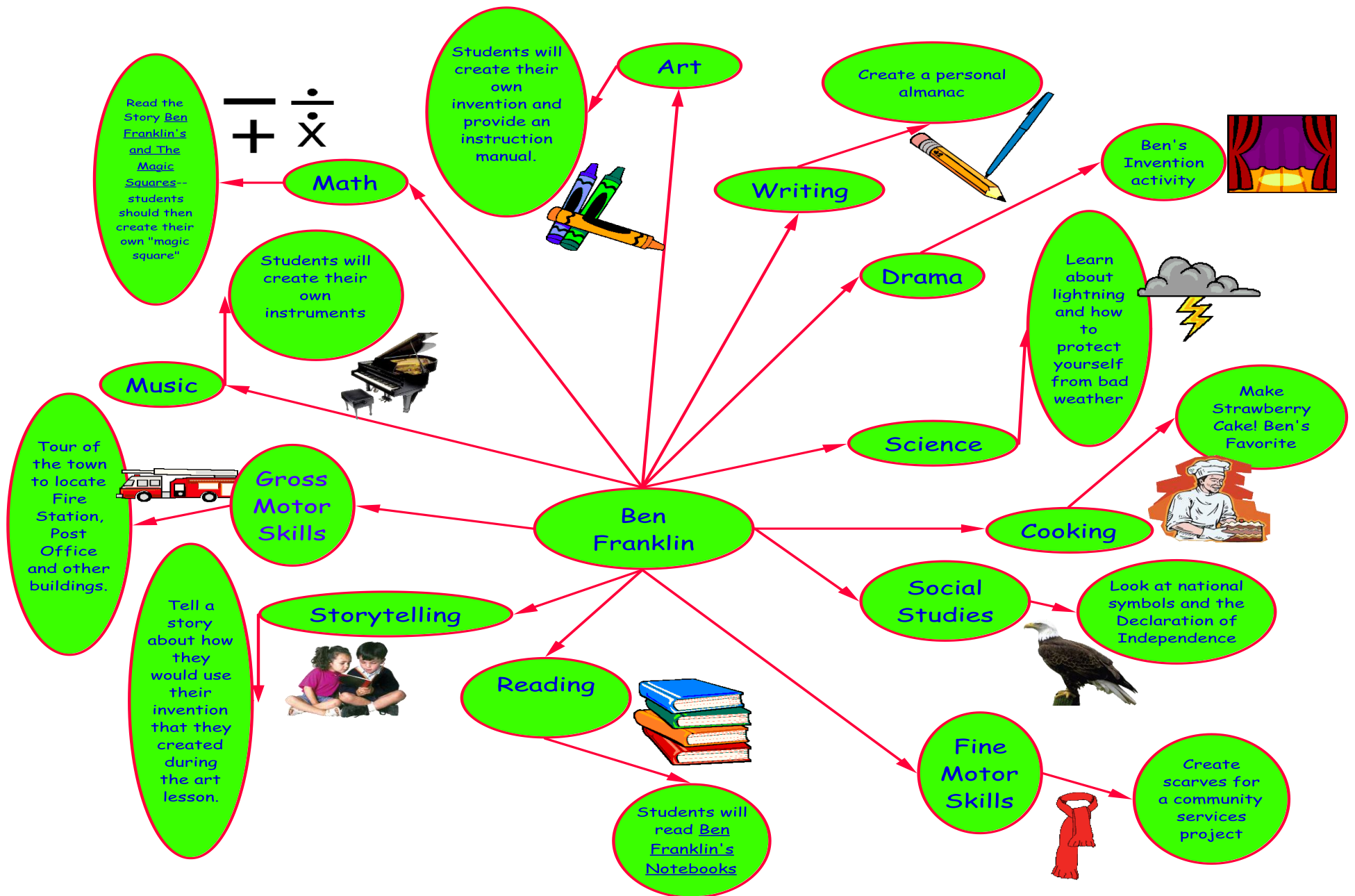
3.5.2—Write descriptive pieces about people, places, things, or experiences that: develop a unified main idea. Use details to support the main idea.

Teacher will read students passages out of Ben Franklin's Almanac of Wit, Wisdom, and Practical Advice by the Editors of the Old Farmer's Almanac and then talk with students about how an almanac is written. The teacher will discuss descriptive words with students and provide them with a list of descriptive words they can use when creating their own almanacs. While writing their almanacs students will use various descriptive words throughout their writing. This standard is used in lesson three of the unit.

Physical Education:

3.5.1—Work cooperatively with others to obtain common goals in a game situation.

Teacher will provide students with direction to a drama activity and students must work together to obtain the goal of creating an invention as a team and coming up with a commercial for the invention. This standard is assessed and use in lesson one of the unit.



December 8, 2010



Dear Parents/Guardians:

I am overly enthusiastic to inform you that we will be starting a new Social Studies unit at the beginning of next week! The unit's theme is all about BEN FRANKLIN, and I hope that your child will become more knowledgeable about the things Ben Franklin did throughout history. We learn a wide variety of information about Ben Franklin which includes going on a tour of our community, creating inventions, looking at national symbols, and writing almanacs.

Your child will be engaged in several different hands on activities through the next couple weeks which will help your student develop a better understanding of Ben Franklin. These hands on activities include creating scarves, developing an invention with a group of students, and cooking one of Ben Franklin's favorite desserts! During one of the last lessons in the unit, the class will go on a walking field trip around town to identify different goods and services our community has to offer. I have attached a permission slip along with more details about the field trip to this letter. Please take time to read over this information and return the permission slip as soon as possible.

I hope that you and your child will share the same excitement that I have for this unit. This unit will help your child understand the importance of community service and where they should go if they would ever need a service provided by our community. The unit will also help your child better appreciate what Ben Franklin did for the United States throughout history. Please talk with your child about Ben Franklin on a daily basis to see what they are learning about throughout the unit. Discussing Ben Franklin will help your child develop a better understanding of the material being presented. If you have questions or concerns please contact me and provide with any feedback that you may have.

Sincerely,

Mr. Adams

Annotated Bibliography of Trade books for a unit based on BEN FRANKLIN

- Benjamin, C. (2005). Ben Franklin. New York, NY: McGraw-Hill School Division.

A biography that looks at Ben Franklin's for boyhood all the way through adulthood. This book takes you through Ben's life as a printer in his brother's shop through all the great things he did before passing away. Discussed within the text are several of Ben's inventions and community services that he start and develop.

- DeStefano, S. (2005). Symbols of America. Northborough, MA: Sundance

This book is about different national symbols that are widely respected by Americans. The book discusses the following symbols: Liberty Bell, American Flag, Bald Eagle, Statue of Liberty, and Washington D.C. The book gives descriptions of each symbols and some history between behind the symbol. Finally, this book also touches on the fact that Ben Franklin thought a turkey should be our national bird.

- Fleming, C. (2003). Boxes for Katje. New York, NY: Farrar, Straus, Giroux

This is a story about a young girl named Rosie that sends boxes of goods across the sea to Katje. Katje and Rosie start writing one another and then Rosie continues to send boxes to Katje in Holland. This community services project grows to be so large that Rosie starts sending a lot of boxes to help Rosie's family and friends. Finally, Katje sends boxes of roses to Rosie in Mayfield, Indiana. This book can help students understand the importance of community service! (Ben Franklin was always helping out his community!)

- Fritz, J. (1976). What's the big idea Ben Franklin?. New York, NY: Penguin Putnam Books

This book is a short biography of Ben Franklin's life. The book talked about how Ben Franklin was always doing something and trying out new ideas. While reading this book, the reader will gain a better understanding of Ben's life by looking at the pictures and reading the texts. Great detail is pack inside the book and provides elementary school age children with valuable information.

- Horowitz, B. (2005). Ben Franklin and his notebooks. New York, NY: McGraw-Hill School Division

This book talks about what would have happened if Ben Franklin would have been shy and not shared any of ideas. Throughout the story, it talks about a shy Ben Franklin that kept all his ideas inside of private notebooks. The talks about all the discoveries and inventions Ben had and how they would have been developed if he was a shy man. The book ends by saying thank you to Ben for not being shy.

- Levy, E. (1992). If you were there when they signed the constitution. New York, NY: Scholastic

This book discusses the formation and importance of the U.S. Constitution. In the story it takes you behind closed doors at the Philadelphia State House in 1787. The book also introduces the reader to the key delegate and lets them know what is going on. Finally, the book looks at the different parts of the Constitution and states their purpose in a kid friendly manor.

- Martin, E. (2008). Ben Franklin. Orlando, FL: Harcourt Achieve

This biography is broken into the following four sections of Ben Franklin's life: Ben Changes America, Ben Makes a Difference, Ben Grows Up, and Who was Ben Franklin. Each section of the book provides key information that relates to Franklin's life. The majority of the story focuses on Ben changed America and made such an impact to his own community.

- Murphy, F. (2001). Ben Franklin and the magic squares. New York, NY: Random House

This story talks about the busy life that Ben Franklin leads! Since Ben likes to get busy it gets bored we get a new job taking notes for meeting were laws are discussed. Ben develops "Magic Squares" to prevent himself from being bored.

- Schanzer, R. (2003). How Ben Franklin stole the lightning. New York, NY: HarperCollins

This story takes place in Ben Franklin's community where fires are constantly breaking during thunderstorms. Since Ben is a curious man, he begins to develop a way to prevent the fires from break out! Ben had helped develop the post office and fire station, but he could not prevent lighting from hitting houses right away. By the end of the story, Ben developed lighting rods that were placed on buildings and houses to prevent them from burning down.

- Smith, L. (2006). John, Paul, George, & Ben. New York, NY: Scholastic



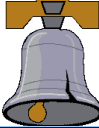
















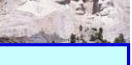



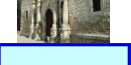



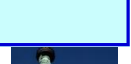














This is a funny book that is not really based on a lot of historical facts. It starts out by John Hancock writing his name really large on the blackboard at school and it ends with a section of true and false history questions. This will book with help students determine the difference between fact an opinion.

Bulletin Board

The bulletin pictured below will be used as an interactive bulletin board during the lesson discussing national symbols. The names around the outside of the bulletin board would be placed on index cards and placed in the black envelop which will be moved to the bottom of the bulletin board. The national symbols and leaders below will be stapled onto on the board with little envelopes underneath of them. Students will then be able to pull out the index cards and place them under the correct picture. Once a student has completed the whole board, the teacher will check the students' answers. This bulletin board will help extend the lesson on national symbols beyond one day!

Symbols and Leaders of the United States

1. Take the words out of the Mystery Box to match them with the correct symbol or historic figure.

	Harriet Tubman	Benjamin Franklin	Mystery Box: []	presidential seal	George Washington	Paul Revere
Alamo						
Sacagawea						
Abraham Lincoln						
Betsy Ross Flag						
Liberty Bell						
United States Flag						
U.S. Capitol						

Bulletin Board Idea Retrieved from: Kidspiration®

Field trip/Guest speaker

During this unit, the classroom teacher will take students on a walking field trip throughout the local community. The purpose of the field trip will be to identify different goods and services that are offered within a particular community. Before going on the field trip, the class will have discussed the difference between a good and a service. The class will have also created a list of goods and services they think that they will visit during the trip. This field trip will help students build their understanding of goods and services within their community. While on the field trip, the class will also discuss different services that Ben Franklin helped develop during his life. Some services that Franklin helped create are as followed: Fire Station, Post Office, Lending Library, and various others.

While on the field trip, the class will be required to record notes about the various locations that we will be visiting. When visiting some locations, we will have some people talking with us about the good or the service that they provide to the community. Once the field trip is completed the class will return to school to reflect on the field trip. Students will have to identify why different goods and services are important within our community.

Finally during the field trip, the teacher will use parent chaperons to help lead the walking trip around the community. The class will stop at the locations below during the field trip. As mentioned above, we will have various people speaking to us at different location. The places that have a speaker are denoted with an asterisk.

Fire Station* (Fireman)
 Post Office* (Postmaster)
 Library
 Police Station
 Town Hall
 Service Station* (Mechanic)

Subway
 Grocery Store
 Water Treatment Plant

Technology and Literature

Throughout this unit, the teacher will utilize technology in a various lessons. In one lesson, students will use the following website to identify the difference between facts and opinions (<http://pbskids.org/arthur/games/factsopinions/>). This Arthur game utilizes the interactive white board and allows students to build and develop their understanding of facts and opinion. Another lesson in the unit will require students to use this website (<http://www.weatherwizkids.com/weather-thunderstorms.htm>) to research thunderstorms. This is the final website (<http://bensguide.gpo.gov/k-2/games/matching.html>) students will use when during this unit. While learning about national symbols, students will play games on this website to learn about various symbols. Finally, the teacher will use a DVD player to show students a movie about Ben Franklin. Along with technology, a wide variety of children's books are used throughout the unit. These books are used to engage students at the beginning of lessons and to model specific concepts.

Ben Franklin Unit: Pre-Test

Name: _____

1. An invention is something new created to improve society. **TRUE OR FALSE**
2. A fictional event can be proven correct. **TRUE OR FALSE**
3. Ben Franklin invented bifocals. **TRUE OR FALSE**
4. Factual events can be proven correct. **TRUE OR FALSE**
5. The eagle is the national bird of the U.S. **TRUE OR FALSE**
6. The Liberty Bell is located in Indianapolis. **TRUE OR FALSE**
7. A service is something provided for you by another person. **TRUE OR FALSE**
8. There are no goods provided to people in communities. **TRUE OR FALSE**
9. Goods are items that people purchase for themselves or others. **TRUE OR FALSE**
10. An invention can be used for only one thing. **TRUE OR FALSE**
11. Ben Franklin discovered how to use electricity. **TRUE OR FALSE**
12. Ben Franklin opened the first lending library, hospital, and fire station. **TRUE OR FALSE**
13. Ben Franklin wanted to eagle as our national symbol. **TRUE OR FALSE**

Ben Franklin Unit: Pre-Test

Name: Answer Key

1. An invention is something new created to improve society. **TRUE OR FALSE**
2. A fictional event can be proven correct. **TRUE OR FALSE**
3. Ben Franklin invented bifocals. **TRUE OR FALSE**
4. Factual events can be proven correct. **TRUE OR FALSE**
5. The eagle is the national bird of the U.S. **TRUE OR FALSE**
6. The Liberty Bell is located in Indianapolis. **TRUE OR FALSE**
7. A service is something provided for you by another person. **TRUE OR FALSE**
8. There are no goods provided to people in communities. **TRUE OR FALSE**
9. Goods are items that people purchase for themselves or others. **TRUE OR FALSE**
10. An invention can be used for only one thing. **TRUE OR FALSE**
11. Ben Franklin discovered how to use electricity. **TRUE OR FALSE**
12. Ben Franklin opened the first lending library, hospital, and fire station. **TRUE OR FALSE**
13. Ben Franklin wanted to eagle as our national symbol. **TRUE OR FALSE**

Ben Franklin Unit: Post-Test

Name: _____

Word bank: New York, turkey, service, Pennsylvania, invention, eagle

Directions: Use the word bank for questions 1-4.

1. A _____ is provided for you by another person.
2. Ben Franklin believed a _____ should be our national bird as opposed to the _____.
3. The Liberty Bell is located in the state of _____ and the Statue of Liberty is located in the state of _____.
4. A _____ is developed to solve problems and improve society.
5. A _____ is an example of a good. A _____ is an example of a service.
6. Name three of Ben Franklin's inventions.

7. Name two services Ben Franklin discovered.

8. Ben Franklin created and completed "Magic Squares" while he was bored. **FACT OR OPINION**

Ben Franklin Unit: Post-Test

Name: ANSWER KEY

Word bank: New York, turkey, service, Pennsylvania, invention, eagle

Directions: Use the word bank for questions 1-4.

1. A service is provided for you by another person.
2. Ben Franklin believed a turkey should be our national bird as opposed to the eagle.
3. The Liberty Bell is located in the state of Pennsylvania and the Statue of Liberty is located in the state of New York.
4. A(n) invention is developed to solve problems and improve society.
5. A (various answers accepted) is an example of a good. A (various answers accepted) is an example of a service.
6. Name three of Ben Franklin's inventions.
_____ (various answers accepted)
7. Name two services Ben Franklin discovered.
_____ (various answers accepted)
8. Ben Franklin created and completed "Magic Squares" while he was bored. **FACT OR OPINION**

Ben Franklin Unit
Lesson 1: Inventions (Drama)
Created by: Ryan Adams

Lesson: Ben Franklin's Inventions

Length: 45 minutes

Age or Grade Level Intended: 3rd

Academic Standard(s):

Physical Education: 3.5.1—Work cooperatively with others to obtain common goals in a game situation.

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. [Not being assessed at this time]

Performance Objective(s):

Given game directions, student will cooperatively perform tasks asked of them without any teacher intervention.

Assessment:

Teacher will use a checklist to identify whether or not students are complying with game rules and completing tasks without the teacher having to intervene and remind the students to stay on task.

Advance Preparation by Teacher:

- Have the room decorated with different things from Ben Franklin's life/era
- Obtain a copy of Ben Franklin's Invention Game (Located within lesson plan.)
 - Retrieved from: www.childDrama.com,
<http://www.lessonplanspage.com/OSSArtLAMarketProductMakeCommercials48.htm>
 - Presented to Creative Dramatics by: Chaitra Jewell
- Prepare a checklist for the assignment

Procedure:

Introduction/Motivation:

Over the next few weeks, we are going to be discussing an American icon named Ben Franklin. Would anyone like to share with class something they know about Ben Franklin? While learning about Franklin, we will be discussing several different aspects of his life. We will look at Franklin's life as a scientist, diplomat, printer, and writer. During our unit, we will be cooking, listening to a guest speaker, and completing several other activities. When do we start learning about this great man?? Today! We will not learn all about Franklin today, but we will start out by defining inventions and creating our own class inventions. The class will create inventions in groups playing a game titled Ben Franklin's Inventions. (**Gardner:** Interpersonal, Intrapersonal, Bodily-Kinesthetic, Visual-Spatial, and Verbal Linguistic)

Step-by-Step Plan:

1. Clear the desk from the main area of the classroom floor by sliding them to the front of the classroom.
2. After clearing the desk, the teacher should talk with the class about what a cooperative group looks. The teacher and students should create a list of characteristics that describe a cooperative group.
 - a. Characteristic: friendly, open to different ideas, good listeners, work well together, etc.
3. The class may come up with more characteristics than listed above. The teacher should then ask for six volunteers to come up to the front of the classroom. Give three students scenario 1 and give the other three students scenario 2. Tell the other students to which for which group works cooperatively. (**Gardner:** Bodily Kinesthetic, Visual-Spatial, Interpersonal)
 - a. **Scenario 1:** Three students are working on a science project in their class. All three students are working by themselves and usually never talk to one another. When the students do talk they argue and do not like each other's ideas.
 - b. **Scenario 2:** Three students are working on a social studies project in their class. All three students accept each other ideas and discuss their topic often. Students are working together on each part of the assignment and are excited about their.
4. Once students have acted of the scenarios have a discussion with the class to determine what scenario should cooperatively learning and then discussed what Scenario 1 does not show cooperation. Then ask the students "Which group would like to work on a project? Why? Then ask students "Why do think working cooperatively in group is an important lesson to learn?" Now tell the students that they will be assessed during this activity on whether or not they can work cooperatively with one another.
5. During the activity the teacher should walk about the room with a check list indicating whether or not students are staying on task and working together with their group members.

6. Have the students form a circle in the back of the room. Once students are circled up tell them that throughout the unit we are going to look at the difference between fact and fiction. So during this lesson I would like to start thinking about some facts they hear and some fictional things they heard.
7. Discuss with the students about inventions. Discuss several definitions for inventions, and the purpose of them.
 - a. **(Answer: definition—something new created not already on the market for sale or available to the public already. Purpose—to make things easier, faster, safer, or more enjoyable for people. Examples—super glue, microwave, Snuggles).**
8. Have the students each share 2-3 inventions they know of that are their favorite. Have them explain why they are their favorite. (**Gardner**: Intrapersonal)
9. Before beginning the activity, ask students “What items do you think Ben Franklin invented?” While students are providing answer, the teacher should create a list of the students’ answers. Tell students that you will come back to that list in the next lesson to determine whether it is fact or fiction that Franklin invented those items.
10. Tell the students they will now begin the first activity of the day. Students will be grouped in teams of 3 and use an object in the room of their choice OR other people in the room to make up their own “machine invention.”
11. The students may “use” their group members to construct an invention. Give the students about 10 minutes to create an invention.
12. Groups should present their invention to the class in 2 minutes or less.
13. The rest of the class needs to try to guess what the invention is used for. If they can’t guess the correct purpose, the student who invented the machine can tell the rest of the class.
14. After every student has participated in the machine activity, guide them into the final activity of the day.
15. Ask the students to share with the rest of the class some of their favorite commercials. Have them explain their reasons why they are their favorite and also explain why commercials are so important and their purpose.
 - a. **(Answer: Crest toothpaste, Snuggles, or Dr. Pepper commercials, commercials are important because they are huge advertisements, purpose are to persuade people to buy things they don’t have).**
16. Encourage the students to really get involved with the rest of their team while making up their own commercials. Let them know you really expect their commercials to turn out great with lots of energy and enthusiasm!
17. Explain to the students in a few minutes, they will be breaking up in teams of 2-3 students. Each team will be expected to either make up their own item to try to sell in their commercial or use a product already on the market. Give the groups plenty of time to perfect their commercials. 10-15 minutes
18. Have the groups present their commercials to the rest of the class.
19. If extra time, each team can evaluate each other’s commercials. The teams can tell what they liked and didn’t like about each commercial and why or why not they would buy the product.

20. Upon completing this activity, have students return to their seats and ask them the following questions.
- Who can tell the class the overall theme of this lesson? (**Bloom:** Analysis)
 - Did you enjoy playing the inventions game? Why or Why Not? (**Bloom:** Evaluation.)
 - How would you improve any invention that you have ever seen? (**Bloom:** Synthesis)
 - Why is it important that people keep inventing things? (**Bloom:** Comprehension)
 - How has an invention helped you? (**Bloom:** Knowledge)

Closure:

21. Now that we know a little more about inventions, we will begin to look into the life of Ben Franklin tomorrow. We look at the inventions that he created and how his inventions helped make peoples' lives easier. Remind students that we will come back to the list that we created today to determine if Ben created the items listed!

Adaptations/Enrichment:

Student with Learning disability in reading comprehension

- **There will be no reading required for this lesson so no adaptations will be needed. (The other adaptations will be used for other lessons in unit.)**
 - *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 the student gets stuck with a question on the worksheet, provide them with the page number where the answer can be located.*

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.

Student with Gifts and Talents in Creativity

- This student would not need accommodations when creating their advertisement. This student will have the opportunity to be as creative as they like within their group.

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.

Self-Reflection:

1. Where all students involved in the Ben Franklin Inventions activity?
2. Did the teacher lose control of the students during this activity of main 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?

Cooperative Learning Check List

Name:	Following Directions/Rules	No Teacher Intervention
Student A		
Student B		
Student C		
Student D		
Student E		
Student F		
Student G		
Student H		
Student I		
Student J		
Student K		
Student L		
Student M		
Student N		
Student O		
Student P		
Student Q		
Student R		
Student S		
Student T		
Student U		
Student V		
Student W		
Student X		
Student Y		
Student Z		

The teacher should indicate whether students are following directions/rules by placing a check in the appropriate box. The teacher should keep track of the students that need interventions to behave. If students not need any teacher interventions to behave the teacher should place a check in the box.

Ben Franklin Unit
Lesson 2: Making Predictions with Ben Franklin and His Notebooks--Reading
Created by: Ryan Adams

Lesson: Making Predictions with Ben Franklin and His Notebooks

Length: 50 minutes

Age or Grade Level Intended: 3rd

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: 3.2.4—Recall major points in the text and make and revise predictions about what is read.

Performance Objective(s):

English: Using the Prediction and Infer worksheet, students will identify at least three predictions as they complete the worksheet.

Social Studies: After reading Ben Franklin and His Notebooks by Ben Horowitz, students will identify two facts from the story.

Assessment:

English

Students will complete the Prediction and Infer worksheet while they read Ben Franklin and His Notebook. Students must fill out all sections of the prediction to receive credit for their prediction. The student will identify three predictions under the events section of the graphic organizer and then complete the other sections which follow: what I think will happen, clues from the story, and what really happened. (If students do not fill out the other sections the teacher will not be able to determine if students truly understand the concept of making predictions.)

Social Studies

Students will write two facts about Ben Franklin in their writer's notebook. The teacher will collect the notebooks to determine if students met the objective.

Advance Preparation by Teacher:

- Obtain 30 copies of Ben Franklin and His Notebooks by Ben Horowitz (one for every student in the classroom)

- Copy of worksheet (Graphic Organizer (Prediction and Infer) (**Gardner:** Visual Spatial)
- A book used to model prediction
- Make sure all accommodation and modifications have been made
- Have access to anchor paper
 - Used record ideas how you make predictions and revise those predictions.

Procedure:

Introduction/Motivation:

Who will help the class remember what we did yesterday as we began our Ben Franklin Unit? (**Bloom:** Knowledge, **Gardner:** Verbal Linguistic and Intrapersonal) Have a few students volunteer to answer the question. Who will help us define inventions? (**Bloom:** Knowledge) Do not forget about our list of inventions we made yesterday because we are going to use them after we read a book aloud today! Now that we have talked about what we did yesterday, we are going to read a story today about Ben Franklin's life. While we are reading today we are going to practice making predictions as we read. I would like everyone to come back to the reading carpet so we can get started!

Step-by-Step Plan:

1. Before you all get to read Ben Franklin and His Notebooks and practice making predictions on your own, we are first going to practice as a class with the book we read yesterday called Muncha! Muncha! Muncha! by Candace Fleming. Before I beginning reading our story, does anyone know what a prediction is? (**A prediction is a statement or opinion we form about what will happen next or later in a book.**) What are some predictions we can make about today? (We will have spaghetti for supper; it will rain outside, etc.) Now that we have discussed predictions, I am going to begin reading our story and stop a various place to show you how I make predictions as I read.
 - a. Here are some places I would stop and have the students make predictions as I read the book aloud. Record the students' predictions on the white board and then record what actually takes place within the book. Tell students that some predictions are not always correct and may have be changed due to a stories' events. (**Gardner:** Interpersonal)
 - i. Page One: Why do you think Mr. McGreely dreamed of planting a garden? (**Bloom:** Analysis)
 - ii. Page Six: What would happen if these three bunnies ate all of Mr. McGreely's vegetables? (**Bloom:** Synthesis)
 - iii. Page Eight: Would it be better if Mr. McGreely protected his garden with something else rather than a small wire fence? (**Bloom:** Evaluation)
 - iv. Page Ten: What do you think Mr. McGreely should build around his garden next to keep the bunnies out? (**Bloom:** Application)
 - v. Page Thirteen: How do you think Mr. McGreely will feel after the bunnies have gotten into his garden three times in a row? (**Bloom:** Knowledge)

- vi. Page Nineteen: Is there anything else you think Mr. McGreely will build around his garden to keep the bunnies out after he built the cement wall? (**Bloom:** Synthesis)
 - vii. Page Twenty-One: When Mr. McGreely saw that his vegetables were untouched by the bunnies, why do you think he was happy? (**Bloom:** Knowledge)
 - viii. Page Twenty-Three: How would you feel if you were Mr. McGreely and you had kept three bunnies from eating your vegetables? (**Bloom:** Evaluation)
 - ix. Page Twenty-Five: From the look of Mr. McGreely's face, what do you suppose he is thinking? (**Bloom:** Analysis)
2. Upon completing the story with the class, the teacher will have the students return to their seats and wait quietly. Then the teacher will hand every student a copy of Ben Franklin and His Notebooks, and the Prediction and Infer worksheet. The teacher will demonstrate for student how to fill out the worksheet. Tell the students that they will be reading with their reading buddies.
 3. Tell students before reading that you are going to talk with them about fact and fiction. Ask students to tell you the different between fact and fiction. (**Fact:** something that can be shown to be fact. **Fiction:** something that did not really happen and cannot be proven to be true.) Give examples of statements that are fact and fiction.
 - a. December is the 12 month of the year. (Fact)
 - b. There are eight days in a week. (Fiction)
 - c. My name is Mr. Apple (Fiction)
 - d. George Washington was the first president (Fact)
 - e. The teacher can come with other various examples.
 4. Tell students that they should make at least three predictions as they read the story and write down at least two interesting facts about Ben Franklin in their Writer's Notebooks. Tell the students that this story is an important part of the unit because it introduces them to Ben Franklin's life.
 5. As the students read, the teacher should walk around the room and check in with different students as they read. When meeting with students, the teacher should ask students questions about the predictions that they are making. The teacher should also remind students that they need to fill out the worksheets as they are reading.
 6. Finally, once all students have completed the reading, call the students back to their seats. Then as a class, have students share some of the predictions that they made. Be sure students identify the predictions that they made correctly or had to revise. (**Gardner:** Verbal Linguistic, Interpersonal, and Intrapersonal)

Closure:

Now that we have learned a lot of interesting facts about Ben Franklin, we are going to look at our listed and what fact next to the items that Ben Franklin invented. Tomorrow we are to switch gears and start looking at almanacs. An almanac is a collection of practical information that people read and sometime find funny. Ben Franklin wrote his own almanacs and occasionally told funny jokes in them that people enjoyed reading. Do you enjoy reading funny

writings? While tomorrow we are going to read some of Ben's almanac entries. Then you will get a chance to create your own almanac; do not worry if you are unsure of what one is. We will discuss a lot more about them in tomorrow's lesson.

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 the student gets stuck with a question on the worksheet, provide them with the page number where they may make predictions.
- 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.

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.

Self-Reflection:

6. Were all students involved in the think aloud activity?
7. Did the teacher lose control of the students during this activity or maintain control?
8. What went well during the lesson?
9. Did most students meet the objective set forth in the lesson?
10. What went well? What did not go so well?

Name: _____

Date: _____

Predict and Infer

Choose specific events from the story and predict what you think will happen next. Use the words and pictures to give you clues as to what might happen. Then, write what really happened in the story to see if you were correct.

Title: _____

<u>Event</u>	<u>What I Think Will Happen</u>	<u>Clues From The Story</u>	<u>What Really Happened</u>

Ben Franklin Unit
Lesson 3: Writing an Almanac--Writing
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 from 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. Start the lesson by telling students something funny that will make them laugh. Then asks 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. Then tell students you told them a joke because Ben’s writings made people laugh a lot times.

(**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) | • Long (page 76) |
| • Non-stick (page 199) | • Wooden (page 76) |
| • Thicker (page 199) | • Highest (page 76) |
| • Buttery (page 254) | • Layered (page 20) |
| • Sweet (page 254) | • Freezing (page 20) |
| • Large (page 254) | • 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 for 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:

11. Were all students involved during both parts of the lesson?
12. Did the teacher lose control of the students during this activity or maintain control?
13. What went well during the lesson?
14. Did most students meet the objective set forth in the lesson?
15. What went well? What did not go so well?



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 enchancing 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:

Ben Franklin Unit
Lesson 4: Protection in Severe Weather--Science
Created by: Ryan Adams

Lesson: Protection in Severe Weather

Length: 45 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Science: 3.3.6—Describe ways human beings protect themselves from adverse weather conditions.

Social Studies: 3.1.7—Chronological Thinking, Historical 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. {Not assessing at this time}

Performance Objective(s):

Science:

After discussing several ways humans can protect themselves during a thunderstorm, students will create posters identifying at least 5 ways to stay safe during thunderstorms.

Assessment:

The assessment will take place after students create their posters identifying at least 5 ways to stay safe during thunderstorms. A check list will be used to assess whether or not students met the objective.

Advance Preparation by Teacher:

- Locate copy of the book *How Ben Franklin Stole the Lightning* by Rosalyn Schanzer
- Gather appropriate supplies—poster boards, scissors, glue, crayons, etc
- Create lightening graphic organizer
- Create self-made checklist

Procedure:

Introduction/Motivation:

1. “Students, remember how yesterday we talked about our almanacs and began writing them? Who can remind the class of some different features that are included in almanacs?” Allow time for sharing. “As we all know, almanacs provide readers with a variety of information, such as descriptions of current weather patterns and conditions. Today we are going to read a story concerning how Ben Franklin developed a way to protect his community during thunderstorms. Afterwards, you all will get the opportunity to create posters identifying different ways you can stay safe during thunderstorms.”
 (Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal)

Step-by-Step Plan:

1. Have students gather at the reading rug with their clipboards and pencils handy. Once students are quiet, share the book title and author with them. Have them predict what they think the story might be about by taking a look at the front cover and title of the book. Have students share some of their predictions. **Bloom: Synthesis**

Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal, Visual-Spatial)

2. Before you begin to read the book aloud, tell students that as you read, they are to find 2-3 facts about Ben Franklin and write them on their clipboards. As you read the book to students, ask them some of the following questions:

(Gardner: Verbal/Linguistic, Visual-Spatial, Interpersonal, Intrapersonal)

- a. What are some of the interesting things Ben Franklin did during his lifetime? **Bloom:** Comprehension
- b. Why do you think Ben Franklin helped create so many new things for people in his community? **Bloom:** Analysis
- c. How did lightening cause so many problems in Ben Franklin's town? **Bloom:** Comprehension
- d. How did Ben Franklin improve swimming for people? **Bloom:** Comprehension
- e. What did the odometer tell people? **Bloom:** Knowledge
- f. Why it better that the Franklin stove was invented for people? **Bloom:** Evaluation
- g. What might have happened if Ben Franklin would have never invented the lightening rod? **Bloom:** Synthesis

3. After reading the story, have some of the students share the facts they wrote down from the story on their clipboards.

(Gardner: Interpersonal, Verbal/Linguistic)

4. Have students return to their desks. The teacher will hand out the students the lightening graphic organizer. The students will write down at least three things they know about how to stay safe during thunderstorms. Once students have completed this part of the organizer, the class will help the teacher create a list on the board to see what students already know about thunderstorms and how to stay safe during them.

(Gardner: Visual-Spatial, Verbal/Linguistic, Intrapersonal, Interpersonal)

5. The teacher will allow the students to explore the following thunderstorm/lightening website in the school's computer lab. During this time, students will complete their thunderstorm organizer at this time adding between 3-4 things they learned about thunderstorms and lightening through their research:

- a. <http://www.weatherwizkids.com/weather-thunderstorms.htm>

(Gardner: Visual-Spatial, Bodily/Kinesthetic, Intrapersonal, Verbal/Linguistic)

6. Have students reconvene in the classroom in their seats. The teacher will explain the directions for completing the thunderstorm posters. In groups of 3-4, students will create posters that include at least 5 ways to stay safe during thunderstorms. (Students' posters should include NEW ways that they learned as they explored the thunderstorm website. Students will be allowed at least 20 minutes to work on their posters. The teacher will place students in groups before the activity begins. The teacher will walk around the room while students are working to answer any questions.

(Gardner: Visual-Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal)

Closure:

7. Several of the groups will present their posters to the rest of their classmates. Any groups who did not finish will be given the chance to finish their posters during recess or study time near the end of the school day.

(Gardner: Visual-Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal)

8. The teacher will have one last discussion with students about why it is so important that people know of several different ways to protect themselves during thunderstorms. Any last comments by students or the teacher will be

made at this time. Before the lesson is over, teacher will inform students that tomorrow, they will all be learning about some of the ways Ben Franklin did community service for his community.
(Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal)

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 working with their partners on the poster, help them brainstorm some ideas where they can contribute to the project.
- 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 working in their group, this student will be allowed to have two breaks to prevent them for feeling overwhelmed.

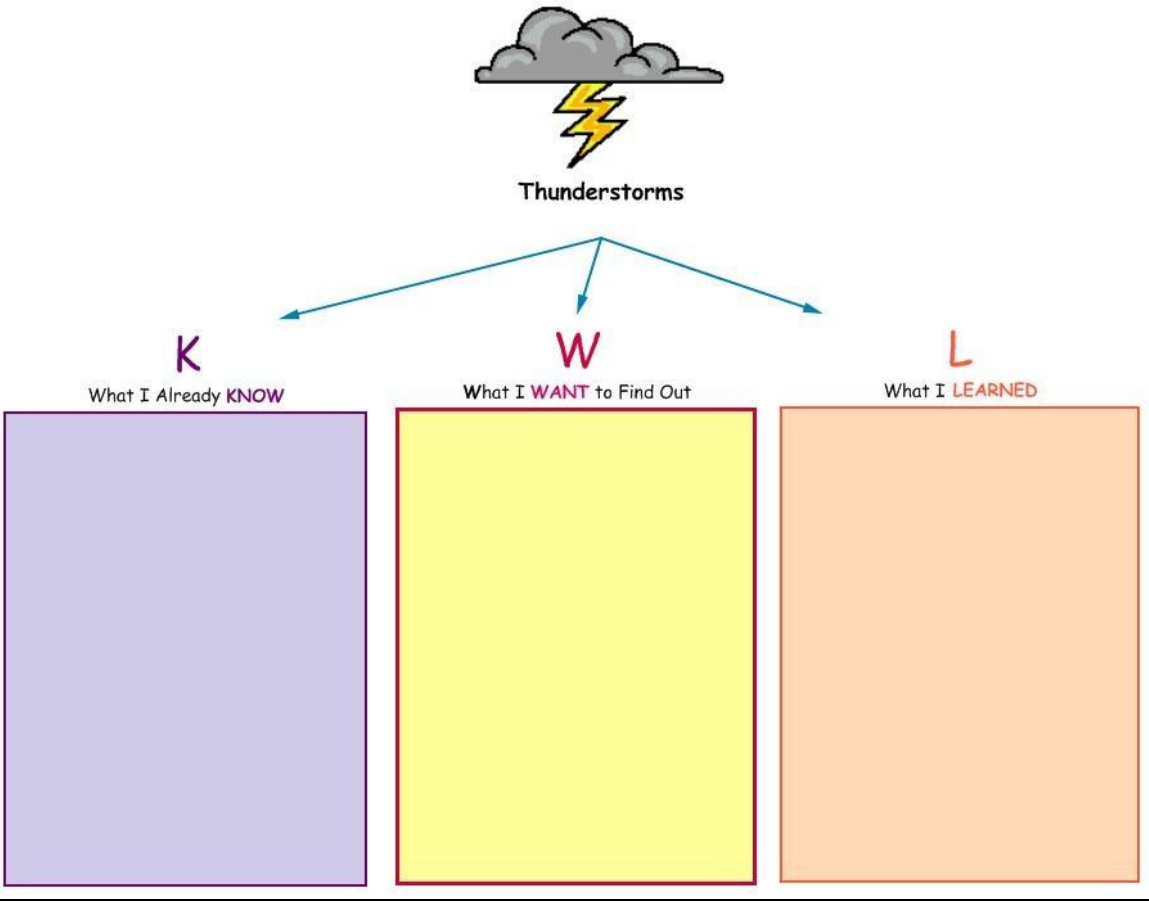
Autism

- 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 group work, allow this student to work with the paraprofessional and the classroom teacher. These adults will guide the student through their group work.

Self-Reflection:

Write out the questions that you will use to evaluate yourself.

- How can I improve this lesson the next time I teach it?
- What other websites could I have the students go to about thunderstorms to learn more about them?
- Were the students given enough time to complete their posters?
- Could I have supplied the students with any other supplies to make their posters better?
- Were the students able to identify several ways to stay safe during thunderstorms after they did their research and created their posters?



Thunderstorm Safety Poster Checklist

[illegible]

Students will receive a check in a book for each tip they provide on their poster. The teacher should make sure that tips are authentic and not repeated.

This project is worth 20 points! (4 points per tip given)
Ben Franklin Unit

Lesson 5: Importance of Community Service—Fine Motor
Created by: Ryan Adams

Lesson: Importance of Community Service—Fine Motor

Length: 45 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.4.4— Define interdependence Give examples of how people in the local community depend on each other for goods and services.

Math: 3.5.1—Measure line segments to the nearest $\frac{1}{2}$ inch.

Performance Objective(s):

Social Studies:

After reading *Boxes for Katje*, students will write at least two sentences identifying why community service is important.

Math:

Given a ruler, students will measure 4 pieces of fabric to the nearest $\frac{1}{2}$ inch to create scarves.

Assessment:

The assessment for my social studies objective will be the writing piece I have my students complete. The students must complete at least two sentences explaining why they think community service is important.

The assessment for my math objective will be the actual scarves that students turn in to send to students who are in need of them. The teacher will measure the scarves to make sure that all measurements are correct.

Advance Preparation by Teacher:

- Locate copy of the book *Boxes for Katje* by Barbara Hatcher
- Gather appropriate supplies—rulers, material, thread, needles, scarf patterns, etc.
- Reserve the large activity room for scarf project
- Locate appropriate math worksheet for students to practice $\frac{1}{2}$ measurements
- Have parent volunteers be joining this activity to help teach kids how to sew

Procedure:

Introduction/Motivation:

2. “Students, remember how yesterday we talked about lightening and how Ben Franklin invented lightening rods? Who can tell the rest of the class about how he invented them?” (**Bloom:** Knowledge) Allow time for sharing. (**Gardner:** Verbal/Linguistic, Intrapersonal)

3. Does anyone know what I mean when I say community service is a good thing for people to do for others in need? Have students share what they think community service is and then provide students with the correct definition. (A: a service that is provided for people free of cost to them). From yesterday's lesson, who can recall some of the ways that Ben Franklin provided community services to the people he lived close by? (A: explored different ways to make the town better, he opened up a volunteer fire station, and he investigated the best ways to develop a lending library)(**Bloom:** Knowledge) Now we are going to read a story titled *Boxes for Katje* and see how community service helped her community.

Step-by-Step Plan:

9. Have students gather at the reading rug. Once students are quiet, share the book title and author with them. Have them predict what they think the story might be about by taking a look at the front cover and title of the book. Have students share some of their predictions. **Bloom: Synthesis**
Gardner: Verbal/Linguistic, Intrapersonal, Interpersonal, Visual-Spatial, Bodily/Kinesthetic)
10. As you read the book to students, ask them some of the following questions:
(Gardner: Verbal/Linguistic, Visual-Spatial, Interpersonal, Intrapersonal)
 - a. What could be in the package from Rosie Johnson from Mayfield, Indiana? (**Bloom:** Knowledge)
 - b. Why do you think the box is received with such joy? (**Bloom:** Analysis)
 - c. Who thinks they knows what happens next [ask this question after the last page of the story is read aloud. (**Bloom:** Synthesis)
 - d. Can you think of good citizens in our communities today like the ones from the story? (**Bloom:** Analysis)
 - e. What do you think motivates people to do good things for people like community service projects? (**Bloom:** Knowledge, Comprehension)
11. After reading the story, have a class discussion describing different types of community service and how these types of services help people in the community. Create a list of student's answers on a poster board for all to see. After the lesson, hang the poster up in the classroom for the rest of the school year.
(**Gardner:** Interpersonal, Verbal/Linguistic, Visual-Spatial, Intrapersonal)
12. Before the math mini-lesson, create a list of services the Ben Franklin created to help his community when in need. Students should be able to identify that Franklin discovered the lending library, fire station, lighting rod, bifocals, and other various items. Then have students identify how these inventions helped people in Ben's community. Before students can create scarves as a community service project, a mini-lesson needs to be conducted in math.
13. Have students return to their desks. Prepare them for a mini-lesson review on how to measure line segments to the nearest half inch. (**Gardner:** Logical-Mathematical) Demonstrate for the students a few examples (**Gardner:** Visual-Spatial) before having them complete a worksheet independently. Once you feel students understand the concept, hand out the worksheet for further practice. (**Gardner:** Intrapersonal, Logical-Mathematical)
14. The students and the teacher will discuss community service further and how they will make scarves for local adults and children in the community who are in need. The teacher will demonstrate to the students the simple scarf pattern and how to follow directions to create scarves out of material. **Several parent volunteers will be asked to join in the lesson to assist students in sewing their scarves.** The students will be given at least 30 minutes to work on their scarves. Further class sessions will be made available to work on the scarves for people throughout the community.

(**Gardner:** Visual/Spatial, Logical-Mathematical, Bodily-Kinesthetic, Verbal/Linguistic, Interpersonal, Intrapersonal)

15. Before ending the lesson, allow students 10 minutes to write at least two sentences on why it is important to provide community service to people. Allow students to ask questions to table partners if necessary for ideas.
(**Gardner:** Verbal/Linguistic, Interpersonal, Intrapersonal)

Closure:

16. Discuss with students how important community service is. Make sure students are able to identify the importance of giving back to their community. Have students identify different community service projects they could do as a class.
(**Gardner:** Verbal/Linguistic, Interpersonal, Intrapersonal)
17. Teacher will inform students that tomorrow, they will all be learning about inventions and how they have helped improve peoples' lives over time.
(**Gardner:** Verbal/Linguistic, Interpersonal, Intrapersonal)

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 working on writing their community sentences, help them brainstorm some ideas before they write.
- 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.
- While working on their scarf and writing their sentences, 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.
- Allow this student to work with the paraprofessional and the classroom teacher. These adults will guide the student through their scarf project.

Self-Reflection:

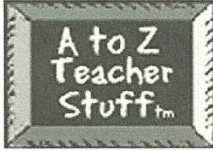
- How can I improve this lesson the next time I teach it?
- Were the students given enough time to work on their scarves the first day?
- Did I supply the students enough material to create their scarves?
- Were the students able to identify several ways that community service helps people?

Name: _____ Date: _____

Measuring Lines (Inches)

What kind of can never needs a can-opener? A Pelican.

Measure each line to the nearest 1/2 inch.



www.atozteacherstuff.com

① _____

② _____

③ _____

④ _____

⑤ _____

⑥ _____

⑦ _____

⑧ _____

⑨ _____

⑩ _____

Name: _____ Date: _____

Measuring Lines (Inches)

*What kind of can never needs a can-opener? A Pelican.*Measure each line to the nearest $\frac{1}{2}$ inch.① $6''$ _____② $\frac{1}{2}''$ _____③ $2 \frac{1}{2}''$ _____④ $5''$ _____⑤ $4 \frac{1}{2}''$ _____⑥ $6 \frac{1}{2}''$ _____⑦ $3''$ _____⑧ $1''$ _____⑨ $5 \frac{1}{2}''$ _____⑩ $1 \frac{1}{2}''$ _____

Ben Franklin Unit
Lesson 6: Creating Your Own Invention--ART
Created by: Ryan Adams

Lesson: Creating and Invention

Length: 35 minutes

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.

Performance Objective(s):

Social Studies:

After viewing Ben & Me, students will identify two fictional and factual events that occurred within the movie.

Assessment:

Students will be asked to write two fictional and two factual events on piece of paper after viewing the movie.

Advance Preparation by Teacher:

- Obtain a copy of Ben & Me produced by Walt Disney © (DVD Format)
- Obtain a DVD player
- Poster board, glue, construction paper, scissors, markers, crayons, and colored pencils

Procedure:

Introduction/Motivation:

2. Say to the students, “Remember how yesterday we read *Boxes for Katje* and then made scarves for people in our community? Well today we are going to watch a movie titled Ben & Me. During the movie we are going to pay close attention to factual things that occur and fictional things that occur during the movie. (Discuss the difference between factual and fictional.) However, I want you to pay close attention to the inventions that the movie discusses. After the movie, we are going to create our own inventions that could be used help solve a problem. This invention could be similar to the scarves that we made because they both can help other people.

Step-by-Step Plan: (Gardner: Visual-Spatial, Interpersonal, Verbal-Linguistic,)

1. After viewing the movie, students will be given a piece of paper and asked to write two factual and two fictional things that they observed in the movie on a piece of paper. Then the teacher should collect a piece of paper from each student.
2. Before starting the group activity the teacher and students should discuss inventions that they saw in the movie. After identifying an intervention the class should identify what problem the invention helped solve. How would _____ invention help solve a problem? (**Bloom:** Analysis) Do you think that ____ invention could be improved in anyway? Why or Why not? (**Bloom:** Synthesis)
3. Then the teacher will write the following statements on the board. “Think of a problem and create an invention to solve it. Draw and label the parts of their inventions.” Then the teacher should instruct students to number off using the numbers 1-5. Once groups are formed, the teacher should tell students to work together to identify a problem and then create an invention to solve the problem. Then the teacher should tell the students where they can find supplies to use during the group activity. While students are working the teacher should work around the classroom monitoring each group.

Closure

4. Once students have completed their posters, tell the students that they will be sharing their posters with the class tomorrow during storytelling time.

Adaptations/Enrichment:

Autism

- Provide direct instruction for student
- Repeat the directions several times to be sure that all students understand 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.

Self-Reflection:

1. Were all students involved during lesson?
2. Did the teacher lose control of the students during the group activity?
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?

Ben Franklin Unit
Lesson 7: Creating a Story about an Invention—Storytelling
Created by: Ryan Adams

Lesson: Creating a Story about an Invention—Storytelling

Length: 45 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.4.2—Give examples of goods and services provided by local business and industry.

Science: 3.1.7—Recognize that and explain how an invention can be used in different ways, such as a radio being used to get information and for entertainment

Performance Objective(s):

Social Studies: Given the definition of goods and services, students will identify two goods and two services in our community.

Science: Given the different ways inventions can be used, students will identify two different ways that their group can use the invention they created.

Assessment:

Social Studies: After discussing the difference between goods and services, students will use a piece of paper and record two different goods and services within the local community.

Science: While groups are telling the story about their group's invention, the group must identify two different ways their invention could be used. The teacher will use a checklist to indicate when students share the different ways to use their inventions. (The assessment tool would be expanded to fit all groups.)

Sample assessment:

The teacher should write each group's original use of their invention in the first column and then record the other two ways the groups' invention can be used in the last two columns.

Group #	Original Use	Different Use #1	Different Use #2
1...			

Advance Preparation by Teacher:

- Obtain a copy of the checklist
- Several pictures of different goods and services

Procedure:

Introduction/Motivation:

1. Say to the students, "Who can remember what we create yesterday in groups?" Well today every group will be writing a story about their invention and how it can be used. Before you begin writing in groups, we are going to talk about how inventions can have multiple uses and the difference between goods and services.

Step-by-Step Plan: (Gardner: Visual-Spatial, Interpersonal, Verbal-Linguistic,)

2. While the students are still in their seats the class should discuss the difference between goods and services. After a small discussion, the teacher should define goods and services for the class. Then the class should talk about different goods and services that are located within their community. Ask the students, "Why do you think services are available for citizens in a community?" (Bloom: Analysis) Then ask the students "How would you classify the inventions your group created? (Bloom: Analysis)
3. After discussing goods and services, tell students that they will be studying goods and services more in depth in a few lessons. Now the class should discuss different inventions that could be used in different ways. Use the radio as an example to start off the conversation. "Can you identify different ways to use radios?" (Bloom: Analysis) Then have the class share various other inventions that have multiple uses. (Ex. Cell phone, iPod, etc.) Tell students not to share how their inventions can be used differently.
4. The teacher will then have students meet back with their group and then provide them with instructions. The students should create a story that meets all of the following criteria. (States the name and purpose of the invention, identifies what problem the invention solves, identifies two different things the invention can be used for, and provides a small scenario that utilizes the use of the invention.
5. Remind the students of the writing process and what good writing processes. Remind the students that they use their descriptive word list that they received during lesson three to make their story more exciting.
6. Once students have written their stories, each group member will be responsible to share at least one part of the story. Stories will be shared with the whole class. This will allow students to see what their classmates created!

Closure

7. Once each group has shared their story, students should return to their seat and get out a piece of paper. On the piece of paper the teacher will ask the students to reflect on their experience and then identify two goods and two services on the back of their paper.
8. Then tell the students that they will be writing a song about different services in tomorrow lessons.

Adaptations/Enrichment:

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 working in their group, this student will be allowed to have two breaks to prevent them for feeling overwhelmed.

Self-Reflection:

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

Ben Franklin Unit
Lesson 8: Creating a Song about Goods and Services—Music
Created by: Ryan Adams

Lesson: Goods and Services Song

Length: 40 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.4.2 —Give examples of goods and services provided by local business and industry

Performance Objective(s):

Social Studies: After reading Ben Franklin by Cynthia Benjamin, students will identify two services that Ben Franklin developed in their song.

Assessment:

Students will create a song and identify two services that Ben Franklin created within the story. (Students may also include other services he created that they learned about in previous lessons.) The teacher will take anecdotal notes to identify the goods and services students share during their song.

(While taking notes, the teacher should also identify which groups correctly defined goods and services.—Which help them determine if students are understanding the concept.)

Advance Preparation by Teacher:

- Obtain a copy of Ben Franklin by Cynthia Benjamin
- Have a least five large pieces of poster board
- Obtain markers for students use

Procedure:

Introduction/Motivation:

1. Who would like to remind the class of the differences between a good and a service? Today we are going to create a song to help us remember difference between goods and services and a song that identifies different goods and services. Before we start to write our songs we are going to read the story Ben Franklin by Cynthia Benjamin. While I am reading I would like the class to pay close attention to the services Ben Franklin helped develop.

Step-by-Step Plan: (Gardner: Visual-Spatial, Intrapersonal, Verbal-Linguistic, Musical,)

2. After reading the story, discuss the story with the students asking them several different questions. { Who can explain on service Ben Franklin developed? (**Bloom:** Comprehension), What would we do without _____ service? (**Bloom:** Synthesis), What is your opinion of the services Ben Franklin created? (**Bloom:** Evaluation) }
3. Now that we have identified different services Ben Franklin created, we will identify different goods and services within our community. When the students identify a good or service have them identify the importance of the good or service.
4. Break students into groups and have each group write a song that defines the terms good and service and identifies different goods and services within the community. Then the students should incorporate two services Ben Franklin developed. The song should be about three to four sentences in length. Once students have completed their songs, each should write their song on poster board and share with the class.

Closure

5. Once each group shared their song, each groups' poster will be displaced around the classroom. Tell students that the will be going on a walk around town tomorrow to identify the different location of goods and services in their community. Remind students to remember the services Ben Franklin created because they will determine which services are available in their community.

Adaptations/Enrichment:

Autism

- Provide direct instruction for student
- Repeat the directions several times to be sure that all students understand 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.

Self-Reflection:

1. Did students understand the difference between goods and services?
2. Did students have adequate time to complete their songs?
3. Were students engaged in the lesson?
4. Did most students meet the objective set forth in the lesson?
5. What went well? What did not go so well?

Ben Franklin Unit
Lesson 9: Goods and Services Town Tour (Field Trip)—Gross Motor
Created by: Ryan Adams

Lesson: Goods and Services Town Tour—Gross Motor

Length: 45 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.4.2—Give examples of goods and services provided by local business and industry

Performance Objective(s):

Social Studies: After learning the importance of goods and services, students will write two paragraphs (4 sentences each) explaining the roles they play within the community.

Assessment:

Students will use their writer's notebook to reflect on the significance of goods and services that we discussed during the goods and services town tour. A rubric will be use to assess student's writing.

Advance Preparation by Teacher:

- Contact all services and businesses that will be visited to make sure that are available
- Check weather conditions (This lesson could be completed after lesson 8 or 12)
- Obtain permission slips from each student
- Have parent volunteers be chaperons.
- Have 30 clipboards with paper available for students to jot down some notes
- Obtain writing rubric

Procedure:

Introduction/Motivation:

1. Say to the students, "Let's review from yesterday's lesson when we talked about the importance of goods and services." Who can remind us what our goods and services songs were about? (**Bloom:** Knowledge) Why do you think we need goods and services in our community? (**Bloom:** Analysis) Now that we have reviewed what we did yesterday we are going to get ready to go on our field trip to identify different goods and services in our community. Who would like to share with the class where they think we may be going today? (**Bloom:** Knowledge)

Step-by-Step Plan: (**Gardner:** Visual-Spatial, Interpersonal, Bodily-Kinesthetic, Verbal-Linguistic,)

6. Teacher should provide each student with a clipboard with paper to use during the field trip and assign each student a walking partner along with a parent volunteer chaperone. Once everyone is ready begin walking into town to explore different goods and services.
7. The class will stop at the fire station, police station, town hall, post office, grocery store, service (gas) station, library, and two other small businesses. At each location the teacher should ask the students to identify if the location is a good or a service. Then the class should discuss the importance of that location. At some locations the teacher will have arranged for an employee to speak briefly with the class. (Firefighter, librarian, grocery store owner, and Policeman will talk with the class and provide them with different information.)
8. After visiting all locations, return to the classroom and have a small class discussion about the different locations the class visited on the field trip. Before having the students write, discuss with the class the characteristics of good writing and then discuss the rubric with them.
9. Have the students take out their writer's notebook and reflect on the field trip by having them write about the importance of goods and services within the community. Once students have finished writing, have children share their writings with one another.

Closure

10. Once students had an opportunity to share their writings, bring the class back together to create a list of common reasons why communities need goods and services. Many services that are provided to our community are considered part of the government. Our government and the United States have different symbols that represent them. In our next lesson will look at symbols that represent our great nation.

Adaptations/Enrichment:

Autism

- Provide direct instruction for student
- Repeat the directions several times to be sure that all students understand the directions.
- Use a positive behavioral support with this student by offering them incentives to work cooperatively.
- This student will also be placed with a trustworthy student as a walking partner.

Self-Reflection:

16. Did students understand the difference between goods and services?
17. Did students have adequate time to complete their writing?
18. Were students engaged during the field trip/lesson?
19. Did most students meet the objective set forth in the lesson?
20. What went well? What did not go so well?

Field Trip Reflection

Name: _____

Teacher: Mr. Adams

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Length	Student does not have any paragraphs written and has 3 or fewer sentences.	Student has one paragraph written with at least 4 sentences.	Student has two paragraphs written with only 6 sentences.	Student has two well-developed paragraphs with 8 or more sentences.	_____
Organization	Paragraphs do not flow at all and there is 0-1 supporting details and does not relate back to the main idea.	Paragraphs include 1-2 supporting details and are not very easy to read.	Paragraphs include 2-3 supporting details and are understandable for the most part.	Paragraphs flow 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:

Ben Franklin Unit
Lesson 10: National Symbols—Social Studies
Created by: Ryan Adams

Lesson: Symbols of America

Length: 60 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.2.2—Foundations of Government: Identify fundamental democratic principles and ideals

Performance Objective(s):

Social Studies:

After learning about five national symbols, students will identify the importance of at least 3 symbols by writing two or more sentences per symbol.

Assessment:

Students will record their two sentences per national symbol on a worksheet created by the teacher.

Advance Preparation by Teacher:

- Obtain a copy of Symbols of America by Susan A. DeStefano
- Obtain copies of the attached packet (Created by EnchantedLearning.com and ZoomSchool.com)
- Have page 90 marked in Ben Franklin's Almanac: Being a True Account of the Good Gentleman's Life by Candace Fleming
- Copy at least 30 worksheets off to assess students' knowledge of national symbols.
- Obtain a copy of the National Anthem (CD copy or YouTube)
- Students will also be to use this website as an enrichment activity: <http://bensguide.gpo.gov/k-2/games/matching.html>

Procedure:

Introduction/Motivation:

3. Say to the students, "Let's review from yesterday's lesson when we talked about the importance of goods and services." Who can remind us what our goods and services we located on our field trip? (**Bloom:** Knowledge) How do you think goods and services work together within a community? (**Bloom:** Analysis) Now that we have reviewed what we did yesterday I would like you all to listen to this important song and then afterwards, I am going to see who all knows what this important song is called. (The teacher should now play the National Anthem.) When student identify the song, tell the students that we are going to be talking about national symbols during today lessons. (**Gardner:** Verbal-Linguistic, Musical/Naturalist, Interpersonal)

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

5. Transition into reading the story Symbols of America by Susan A. DeStefano aloud to the class and asking them questions as you read. Then have students return to their seats and hand out the symbols packets. In small groups have the students read the packets and identify key information. Once all groups have read the packet have a grand discussion as class to discuss the information within the packet.
6. Upon the completion of the grand discussion, the teacher should read page 90 out of the Candace Fleming text to discuss with the class. (The teacher should read the section about Ben Franklin not wanting the eagle as our national bird) After reading this passage, the class should compare and contrast an eagle and bird using a Venn diagram on the board.
7. Now the teacher should hand each student a worksheet and have them identify the importance of each symbol that was discussed throughout the lesson.
8. Once students have finished their worksheet, tell them that they will be going to the computer lab to play the game on the following website. (<http://bensguide.gpo.gov/k-2/games/matching.html>) This website has different information about Ben Franklin and has a section that focuses on national symbols.

Closure

9. Once students have completed their worksheet, tell the students that tomorrow, they will be learning about another aspect of Ben Franklin's life known as Magic Squares.

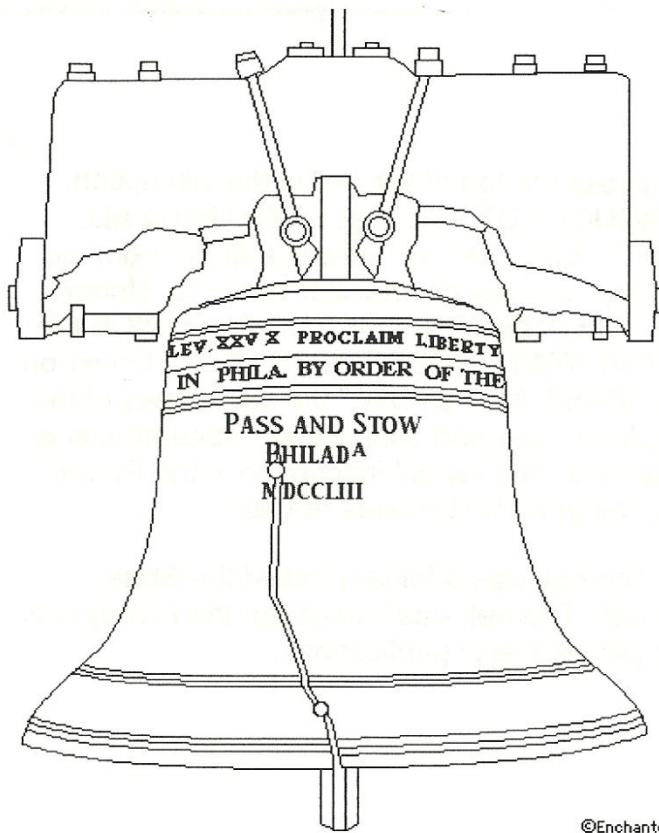
Adaptations/Enrichment:

Autism

- Provide direct instruction for student
- Repeat the directions several times to be sure that all students understand 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.

Self-Reflection:

21. Were all students involved during lesson?
22. Did the teacher lose control of the students during the group activity?
23. What went well during the lesson?
24. Did most students meet the objective set forth in the lesson?
25. What went well? What did not go so well?



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Liberty Bell

The Liberty Bell is a huge bronze bell that symbolizes freedom in the United States of America. This historic bell is located in Philadelphia, Pennsylvania, USA. The bell was originally cast in 1752 in London, England. It was commissioned as a bell for the Pennsylvania State House (now called Independence Hall).

The Crack: The bell first cracked during a test ringing. After cracking, the bell was recast twice in 1753 in Philadelphia by John Pass and John Stow (the old bell was broken up and melted down, more copper was added to the metal alloy to make it less brittle, and the bell was re-cast).

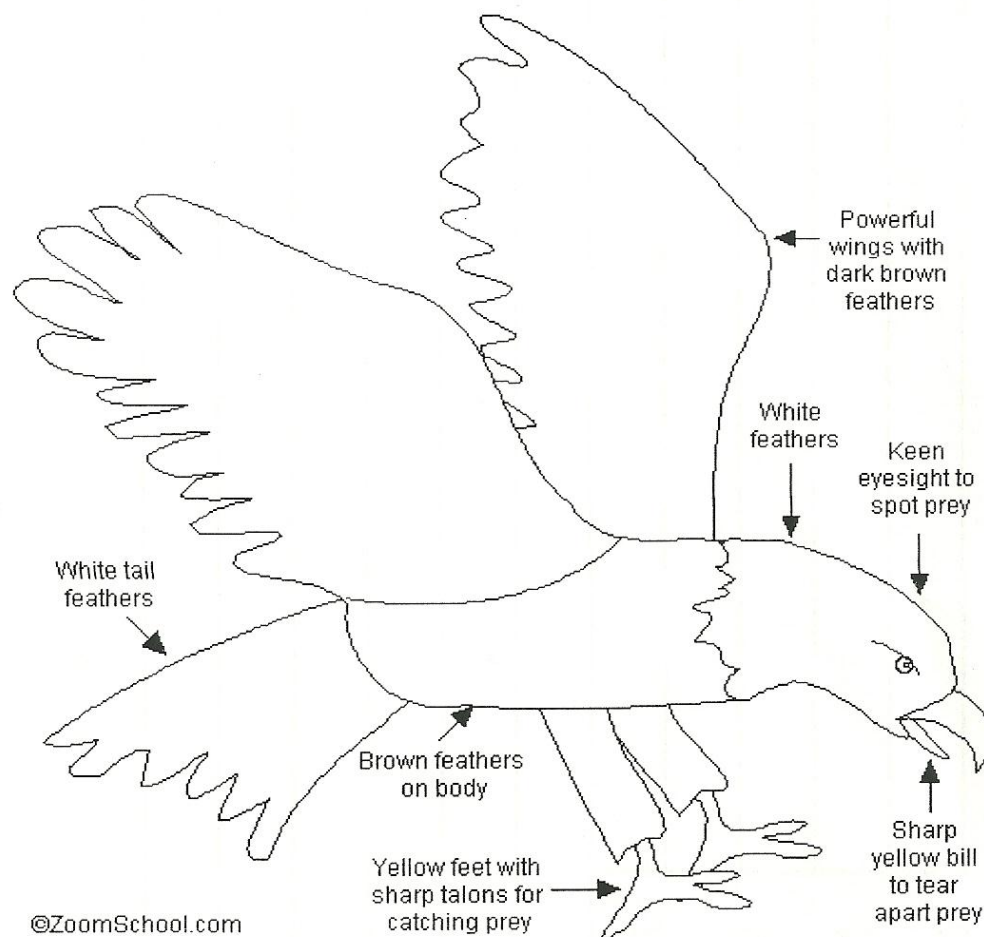
The restored bell was probably rung at the first public reading of the Declaration of Independence in Philadelphia (on July 8, 1776). It rang to announce many important events in early American history, including Presidential elections and deaths.

The bell cracked again on July 8, 1835, while being rung at the funeral of John Marshall, the fourth Chief Justice of the Supreme Court and one of the signers of the Declaration of Independence. The crack's dimensions are 24.5 inches long by 1/2 inch wide.

Inscriptions on the Bell: Across the top of the bell is the inscription, "PROCLAIM LIBERTY THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF LEV. XXV X." This is a quote from the Old Testament of the Bible, Leviticus chapter 25, verse 10. Under this reads, "BY ORDER OF THE ASSEMBLY OF THE PROVINCE OF PENNSYLVANIA [sic] FOR THE STATE HOUSE IN PHILAD^A." Lower on the bell are the inscriptions, "PASS AND STOW," the last names of the founders who cast the bell (John Pass and John Stow). Beneath this is "PHILAD^A," short for Philadelphia. The lowest inscription is the Roman numerals MDCCLIII (1753), the year the bell was re-cast.

The Name "Liberty Bell": The bell was originally called the State House Bell or the Province Bell. The bell was first called the Liberty Bell around 1839 by abolitionist (anti-slavery) publications.

Bald Eagle



The bald eagle, *Haliaeetus leucocephalus*, is a magnificent bird of prey that is native to North America. This majestic eagle is not really bald; white feathers cover its head. The derivation of the name "bald" is from an obsolete English word meaning white. The bald eagle has been the national symbol of the USA since 1782.

Habitat: The bald eagle lives near rivers and large lakes, as it catches most of its food in the water.

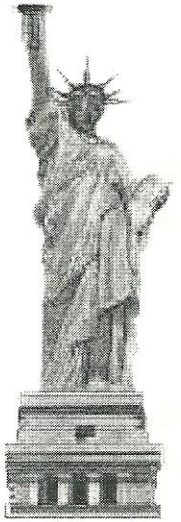
Diet: Eagles are carnivores (meat-eaters) and hunt during the day (they are diurnal). They eat mostly fish. They also hunt and scavenge small mammals, snakes, and other birds.

Anatomy: Bald eagles have a long, downward-curving yellow bill, and large, keen eyes. These strong fliers have white feathers on their head,

tail, and wing tips; the body has brown feathers. The feet have knife-like talons. Eagles have about 7,000 feathers. Adult eagles have a 7 ft (2.3 m) wingspan. The females are 30% larger than the males.

Nest and Eggs: Bald eagles build an enormous nest from twigs and leaves. The nest can be up to eight feet across and may weigh a ton! Nests are located high from the ground, either in large trees or on cliffs. Eagles may use the same enormous nest over and over again for years.

A clutch of 1 to 3 eggs is laid by the female. The incubation period is from 1 to 1 1/2 months. Both males and females incubate the eggs. They both feed the hatchlings until they learn to fly (fledge).



Statue of Liberty

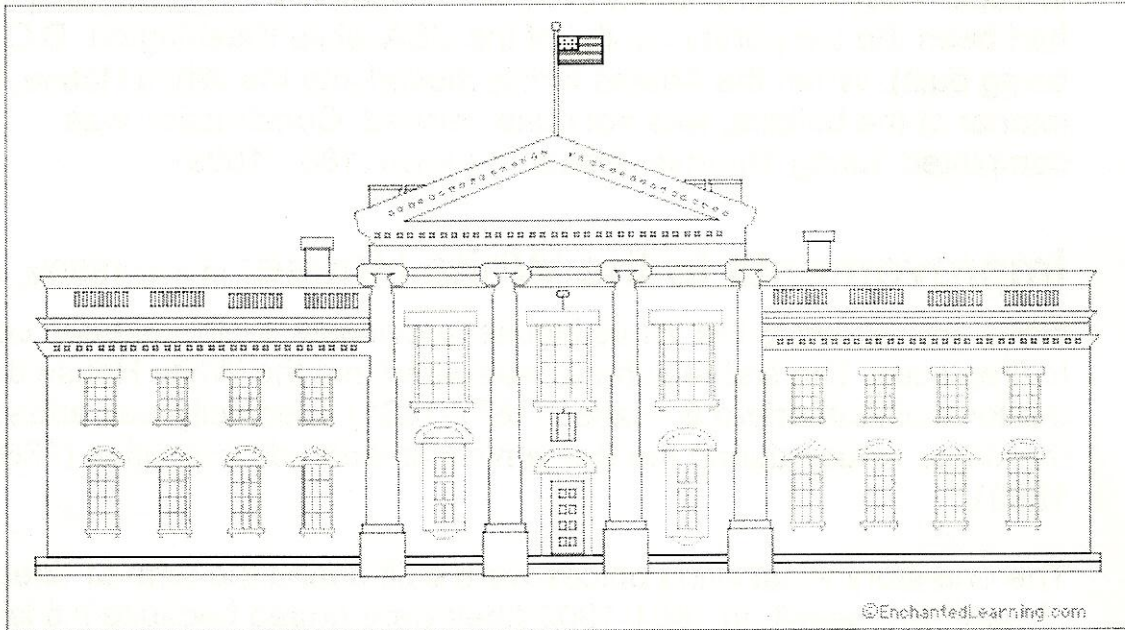
The Statue of Liberty is a huge sculpture that is located on Liberty Island in New York Harbor. This monument was a gift to the USA from the people of France in recognition of the French-American alliance during the American Revolution.

The formal name of the statue is "Liberty Enlightening the World." It pictures a woman who has escaping the chains of tyranny (the broken chains lie at her feet). Liberty's right hand holds a torch that is a symbol of liberty.

Liberty was designed by the French sculptor Frederic Auguste Bartholdi. The hollow copper statue was built in France - it was finished in July, 1884. It was brought to the USA in 350 pieces on a French ship called the "Isere" (in June, 1885). The statue was re-assembled in the USA and was completed on October 28, 1886.

There are 354 steps inside the statue and its pedestal. There are 25 viewing windows in the crown. The seven rays of Liberty's crown symbolize the seven seas and seven continents of the world. Liberty holds a tablet in her left hand that reads "July 4, 1776" (in Roman numerals), Independence Day of the United States of America.

The White House



The White House is the official residence of the President of the United States of America, and has been for over 200 years. It is located at 1600 Pennsylvania Avenue in Washington, D.C., the capital city of the USA.

The Design and Construction of the White

House: The White House was designed by the Irish-American architect James Hoban, who had won a architectural design competition in 1792. Hoban's design is said to have been very similar to a plan from James Gibbs' "Book of Architecture" (published in 1728). Extra pavillions and porticos (ornamental, deck-like structures with columns supporting a roof) were added to the White House later; they were designed by the architect Benjamin Latrobe.

The White House was originally built from 1792 to 1800. It was burned down by British soldiers during the War of 1812, but was rebuilt from 1815 to 1817.

The Presidents and the White House: The first US

President to live in the White House was John Adams (the second President of the USA). Adams and his family moved to the White House in 1800. They had previously lived in Philadelphia , Pennsylvania (which had been the temporary capital of the USA while Washington, D.C., was being built). When the Adams family moved into the White House, the interior of the building was not quite finished. Construction was completed during Thomas Jefferson's term (1801-1809).

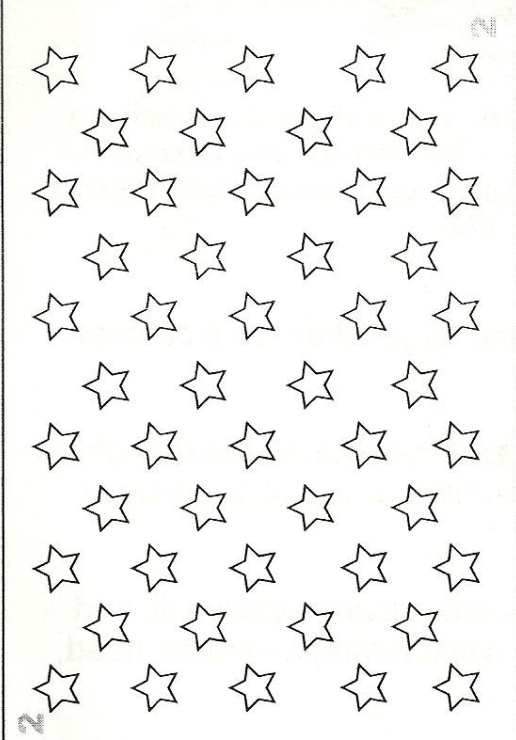
Improvements to the White House: In the 1850's, a

stove was added to the White House; previously, food had been cooked in fireplaces. The first telephone was wired into the White House during the term of Rutherford B. Hayes (1877-1881). Electricity was added to the White House during the Benjamin Harrison administration (1889-1893).

The one-story West Wing offices were built during the term of Theodore "Teddy" Roosevelt, in 1901-1902 (they were added because his large family had taken over the second floor offices for family space, so more temporary office space was needed).

President William Howard Taft remodeled the President's office in 1909, changing it into an oval-shaped room, creating the Oval Office in the center of the West Wing.

Between 1948 and 1952, during the Harry Truman administration, the White House was completely remodeled after it was found to be structurally unsound. Steel framing was added to strengthen the walls, but the original rooms were reconstructed.

United States of America

- Flag Colors**
1. Red
2. Blue
Unmarked = White

American Flag

History

- The first official national flag was approved by the Continental Congress on June 14, 1777.
- It is widely believed, but not confirmed, that Betsy Ross sewed the first American Flag.
- The flag had 13 stars and 13 stripes to represent the 13 original colonies.
- The flag is nicknamed "Old Glory". [More information](#)
- On August 3, 1949 President Truman officially declared June 14th Flag Day.
- After many design changes the flag currently has 50 stars. The last star was added when Hawaii became a state on July 4, 1960.

Its Symbols

- The stripes represent the 13 original colonies.
- The 50 stars represent the number of states.
- The colors of the flag have meaning as well:
 - Red symbolizes Hardiness and Valor.
 - White symbolizes Purity and Innocence.
 - Blue represents Vigilance, Perseverance and Justice.

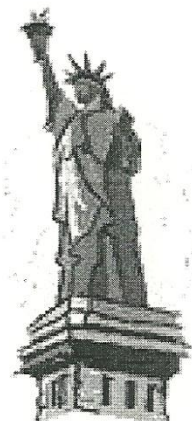
Proper Display

- The flag should be displayed from sunrise to sunset. If the flag is displayed at night it should be illuminated.
- Never allow the flag to touch the ground or the floor.
- When displayed on a wall or window the blue field should be in the upper left corner.
- The flag should be raised quickly and lowered ceremoniously.
- The flag is often flown at half-staff to show respect for someone who has died. When flown at half-staff, the flag should be raised to the top for an instant and then lowered to the half-staff position. The flag should also be raised to the top before it is lowered at the end of the day.

1
America is
the land of the free
with many symbols
of our liberty



2
the flag with her stripes
bright red, white and blue
mean courage, honor,
and justice for you



3
stars from the heavens
stripes--rays from the sun
our flag waves all over
this great land of one

4
the eagle so grand
flies high in the sky
a symbol of strength
and courage its cry



Name: _____

NATIONAL SYMBOLS!

Directions: Please choose three of the five national symbols we discussed and identify the importance of those symbols. When describing the symbols please write at least a two sentence description.

1. Liberty Bell

2. American Flag

3. Bald Eagle

4. Statue of Liberty

5. White House

Ben Franklin Unit
Lesson 11: Magic Squares—Math
Created by: Ryan Adams

Lesson: Magic Square—Math

Length: 45 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.1.7—Chronological Thinking, Historical 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. [Not being assessed at this time]

Math: 3.2.1—Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.

Performance Objective(s):

Math: Using a magic square template, students will correctly complete two out of the three squares.

Assessment:

Students will create their own magic squares and correctly use addition skills to fill their squares.

Advance Preparation by Teacher:

- Obtain a copy of Ben Franklin and the Magic Squares by Frank Murphy
- Have adequate copies of the magic square template
- Have instructions to complete magic squares copied off
- Be ready to complete a magic square with the class.

Procedure:

Introduction/Motivation:

9. Say to the students, “Who can remember what we the national symbols that we learned about yesterday?” (**Bloom:** Knowledge) What do you think would happen if any of these symbols did not exist? (**Bloom:** Synthesis) How could you determine which symbols are most important to you? (**Bloom:** Evaluation) Well do you remember what bird Ben Franklin wanted to have as our national bird? (**Bloom:** Knowledge) While Ben may have been unique with symbols, he also participated in some interesting tasks when he became bored. So today we are going to explore what a magic square and how Franklin worked on them when he had nothing better to do.

Step-by-Step Plan: (**Gardner:** Visual-Spatial, Intrapersonal, Verbal-Linguistic, Logical-Mathematical.)

10. The teacher will read Ben Franklin and the Magic Squares by Frank Murphy to introduce magic squares to students. As the teacher reads he/she should ask the students various questions about the text. The class should also create a list of important elements of a magic square.
11. Now as a class the teacher should draw two magic squares on the board to complete with the class. While completing the magic square remind the students about the steps it takes to do one which is found on pages 45-47 of the book. The teacher should also show students how to line **up the numbers for an addition problem and how to carry if a number is larger than ten.**
12. Hand students the worksheet with magic squares and have them create three of their own magic squares. Remind students to use their addition skills when completing the squares.
13. Once students have completed three magic squares and have a few students share theirs with the class.

Closure

14. Once some students have shared their magic squares, tell students to remember how unique Ben Franklin is for tomorrow’s lesson. Tell them that we will be cooking one of Ben’s favorite deserts.

Adaptations/Enrichment:

Student with ADHD

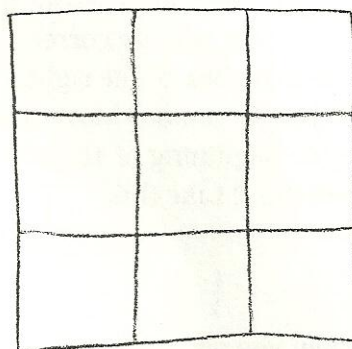
- This student will receive one direction at a time so they do not feel over loaded.
- This student will work with an aide to complete their magic squares for moral support to keep their self esteem up.
- This student will be allowed to have two breaks to prevent them for feeling overwhelmed.

Self-Reflection:

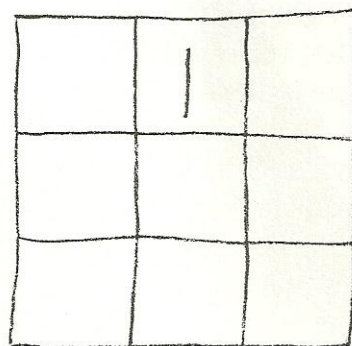
15. Were all students involved during lesson?
16. Did the teacher lose control of the students during the lesson and while reading the story?
17. What went well during the lesson?
18. Did most students meet the objective set forth in the lesson?
19. What went well? What did not go so well?

MAKE YOUR OWN MAGIC SQUARE

A. Draw a square. Draw a tic-tac-toe board inside the square.

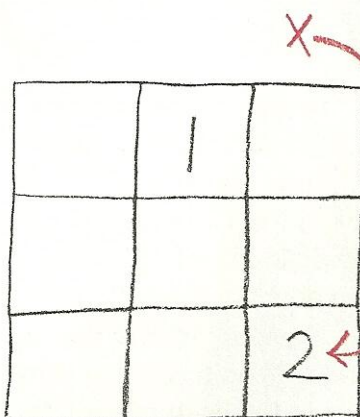


B. Start with the number 1. Put it in the middle of the top row.



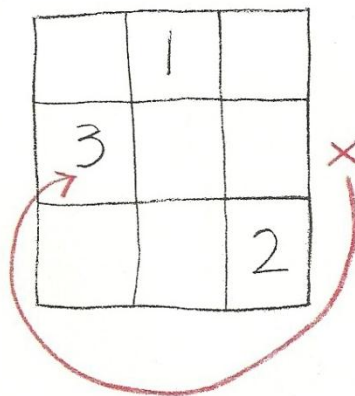
C. Put the number 2 in the box that is directly above and to the right of the 1.

Okay. Wait—hold it! You're probably saying, "There is no box above and to the right of the 1." That's true. So here's what you do: Since there is no box above the 1, drop down to the bottom of the column that holds the 1. *Now* move one square to the right and there you go! Put your number 2 there!



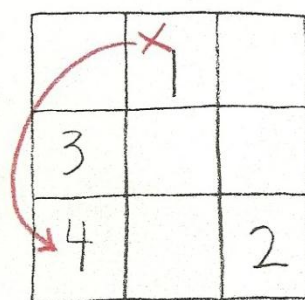
D. Okay, now you're ready for the number 3. So repeat step C: Look for the box above and to the right. Move up one row and then . . . yep, you are correct! There is no box to the right!

What do you do? Move that 3 to the beginning of the row above the 2! Like this!



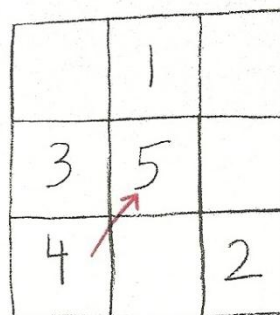
E. Now you are ready for the number 4. Just look above and to the right again!

Yes, you're correct again! There is already a number in the box. So what do you do? Anytime there is a number already in the box you want, just put the next number in the box below the number you just wrote. So put the 4 below the 3.



F. Now for the numbers 5 to 9! Always look for the box above and to the right.

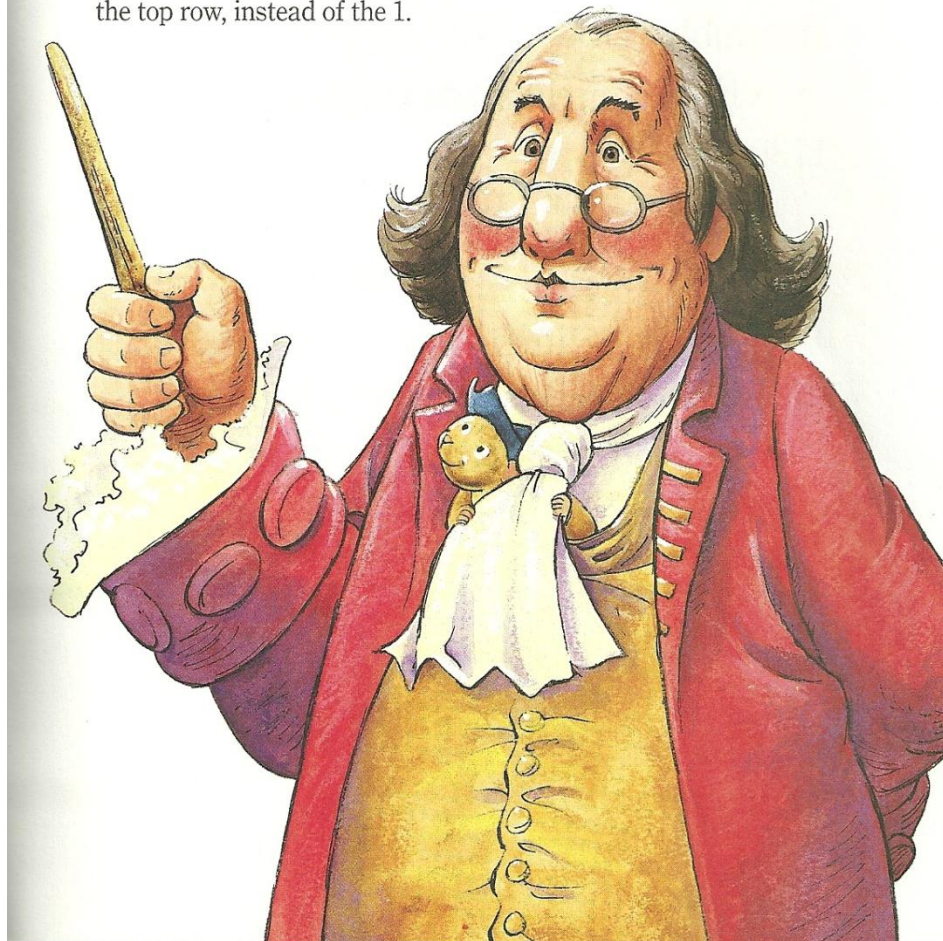
If you get stuck, go step by step. If there is no box above, drop down to the bottom of the column, *then* move to the right. If there is no box to the right, move to the beginning of the row. And so on!



G. Ta-da! Your magic square!
What makes it magic? Add the
numbers in each of the rows.
Now add each of the columns.
And finally, add each of the
diagonals. What do you get? 15.
A perfect magic square!

There are many ways to make
magic squares—big ones and
little ones! Try starting with 9
and working down to 1! This
time, the 9 goes in the middle of
the top row, instead of the 1.

8	1	6
3	5	7
4	9	2



Ben Franklin Unit
Lesson 12: Ben's Favorite Dessert (Strawberry Cake)—Cooking
Created by: Ryan Adams

Lesson: Ben's Favorite Dessert (Strawberry Cake)--Cooking

Length: 70 minutes

Age or Grade Level Intended: 3rd grade

Academic Standard(s):

Social Studies: 3.4.2 —Give examples of goods and services provided by local business and industry

Performance Objective(s):

Social Studies: Given the ingredients of a strawberry cake, students will identify at least 4 goods found in the recipe.

Social Studies: After identifying at least 3 goods, students will recognize 3 services that provided those goods.

Assessment:

Students will use a table to identify goods within the recipe and then describe what services provided the class with those goods. A table is located below for students to use.

Advance Preparation by Teacher:

- Prepare one cake the day prior to this lesson
- Obtain enough ingredients to prepare the cake during the class day
- Reserve an area at the school to prepare the cake
- Obtain proper cooking materials to bake the cake (cake pans, measuring cups, etc.)
- Copy adequate worksheets

Procedure:

Introduction/Motivation:

11. Who would like to remind the class what Ben Franklin used to do when he was board? (**Bloom:** Knowledge) What is your opinion of magic squares? (**Bloom:** Evaluation) and What changes, if any at all, would you make to the concept of magic squares? (**Bloom:** Synthesis) Well today we are going to make a unique dessert that Ben Franklin liked to eat. Can anyone guess what his favorite dessert was? Well his favorite dessert was strawberry cake. I found this out when I met historian and author Candace Fleming. If you remember we read one of her stories in a previous lesson and we have a copy of Ben Franklin's biography. So now I hope that everyone is ready to participate in making the cake together as a class.

Step-by-Step Plan: (**Gardner:** Visual-Spatial, Intrapersonal, Interpersonal, Logical-Mathematical, Verbal-Linguistic,)

12. The teacher should review with the students the difference between goods and services. Remind students that we discussed goods and services earlier in the unit. Then project a copy of the recipe on the board for everyone to see. Then have students identify goods that are found within the recipe.
13. After identifying several goods, talk to students about how services are something other people do for someone else. So discuss with the students the different services that helped provide the goods that will be used to create the cake. Use an example of good that is not listed within the recipe. (Good: Milk Service: Dairy farmer had to milk the cow, milk truck driver delivered milk to milk company, milk companies got the milk ready for the store, and truck driver delivered milk to store to be sold.) Explain to students that multiple services play a huge role in food production.
14. Now, hand students the worksheet with a table and have them identify the goods within the recipe and then three services that made the goods possible to use in baking the cake. (Students should write one service for 3 different goods.)
15. Once students have completed the worksheets, collect them and begin giving directions for baking the cake.
16. Give each group of students a job in creating the cake. Once the class has created the cake, they will have an opportunity to close out the unit by enjoying Ben Franklin's favorite dessert. (Tell the students that you already prepared one cake for the sake of time.)

Closure

17. As students are enjoying their cake, the teacher will lead a grand discussion to discuss with students the types of things they learned from the entire unit. List concepts on the board that students share with the class. Have students identify what they liked and disliked about the unit to improve it for the following school year. (Remind the students that a post assessment will be given the following school day!)

Adaptations/Enrichment:

Autism

- Provide direct instruction for student
- Repeat the directions several times to be sure that all students understand 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.

Self-Reflection:

26. Did students understand the difference between goods and services?
27. Did students have adequate time to complete their songs?
28. Were students engaged in the lesson?
29. Did most students meet the objective set forth in the lesson?
30. What went well? What did not go so well?

Strawberry Cake from Scratch



Rated: ★★★★★

Submitted By: GothicGirl

Photo By: Dianne

Prep Time: 10 Minutes

Cook Time: 30 Minutes

Ready In: 40 Minutes

Servings: 14

"It is hard to find scratch strawberry cakes, so this one is worth its weight in gold to me as a caterer. I made this cake for a child's birthday party. It was a major hit! Frost with cream cheese or vanilla frosting - or for a treat, use a chocolate glaze!"

INGREDIENTS:

2 cups white sugar
1 (3 ounce) package strawberry flavored gelatin
1 cup butter, softened
4 eggs (room temperature)
2 3/4 cups sifted cake flour

2 1/2 teaspoons baking powder
1 cup whole milk, room temperature
1 tablespoon vanilla extract
1/2 cup strawberry puree made from frozen sweetened strawberries

DIRECTIONS:

1. Preheat the oven to 350 degrees F (175 degrees C). Grease and flour two 9 inch round cake pans.
2. In a large bowl, cream together the butter, sugar and dry strawberry gelatin until light and fluffy. Beat in eggs one at a time, mixing well after each. Combine the flour and baking powder; stir into the batter alternately with the milk. Blend in vanilla and strawberry puree. Divide the batter evenly between the prepared pans.
3. Bake for 25 to 30 minutes in the preheated oven, or until a small knife inserted into the center of the cake comes out clean. Allow cakes to cool in their pans over a wire rack for at least 10 minutes, before tapping out to cool completely.

Name: _____

Directions: Indicate goods that found within the strawberry cake recipe. Then identify **three** different services for **three** different goods that made it possible to make the strawberry cake.

[illegible]