

Lesson Plan By Josh Gallmeyer
Borrowed From Jeff Flowers

Lesson: Family Tradition and History

Length: 1 Week

Grade Intended: 2nd grade

Academic Standards:

2.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.

2.5.1 Identify one's own individual talents, interests, and hobbies, as well as the talents and interests of others.

2.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.

Performance Objectives:

1. The second grade students will identify family traditions that have been passed down through generations by bringing in at least three things that represent these various traditions.
2. The second grade students will identify why these things are important to their family by orally telling the class about the traditions during sharing time.
3. The second grade students will understand that their traditions might be different from other families' traditions by listening to others while they are speaking.

Advanced Preparation by Teacher:

The teacher, on day one of this activity, needs to begin by reading the book *The Village Basket Weaver* by Jonathan London. Then the teacher will need to introduce what's going to be happening for the entire week. He or she will also have had the students bring in a shoe box prior to this week; it will represent the basket from the story. The students also need to be thinking about items to bring in for the box that represents their family traditions or culture. Finally, the teacher should have an example of his or her own shoe box and some things in it that represents his or her own family traditions and culture. The materials to have on hand are colored construction paper, scissors, and either glue or tape.

Procedure:

Introduction/Motivation: The teacher needs to be enthusiastic about his or her family traditions that have been passed down through the generations. There also needs to be a good hook before reading the book to grab the students' attention. By being enthusiastic and explaining what the students are going to be doing in a positive way, the students are going to be looking forward to this lesson and they will also get more out of it.

Step-by-Step Plan:

1. Read Jonathan London's book entitled *The Village Basket Weaver*. Pause at

important parts of the book to ask questions and maintain attention. (Day 1)

Knowledge/Comprehension) (Gardner Linguistic/Interpersonal)

2. After the book is over, ask questions such as why the village needed a basket weaver and what they think would happen if the village forgot how to make baskets. Be sure to lead discussion and hit on the main points. (Day 1)

(Knowledge/Comprehension) (Gardner Linguistic/Interpersonal)

3. Explain to the children that the shoe boxes that they brought in were going to represent the baskets made in the village from the book. (Day 2) **(Application)**

4. Students will be given a piece of construction paper and they will cut it so that they can cover all sides of the shoe box. (Day 2)

5. They will be able to decorate the construction paper any way they choose.

Encourage them to put things on there that are important to them and their family. (Day 2)

6. Glue or tape the decorated construction paper to the outside of the box. (Day 2)

7. Have the students bring in items that are important to them and their families to put into the box. Ex: Family recipes, pictures, things that they enjoy, etc. (Day 3)

(Comprehension/Application/Analysis/Synthesis) (Gardner Intrapersonal)

8. Students explain what they have in their boxes and each item's significance.

(Day 3, 4, and 5) **(Analysis) (Gardner Linguistic/Interpersonal/Intrapersonal)**

9. Class discussion about family differences in traditions. (Day 5) **(Analysis)**

(Gardner Linguistic/Interpersonal/Intrapersonal)

Closure: This lesson will close when all students have had the chance to share what was brought in for their boxes. There needs to be a discussion afterwards that touch on the performance objectives. Questions dealing with the third objective, one about differing traditions, would be a great discussion to have after the lesson. **(Evaluation) (Gardner Linguistic/Interpersonal/Intrapersonal)**

Adaptions/Enrichments:

There may be some students in the classroom that don't understand, these students simply need examples. As the teacher, take them and explain one thing that is important to your family, and help the child make a connection. **(Gardner Interpersonal)** For an enrichment activity, challenge the more advanced students to write a short piece about one of their items. They can also elaborate during sharing time and go in-depth about one item that they brought in. **(Analysis) (Gardner Linguistic/Intrapersonal)**

Self-Reflection:

The main reflection comes during sharing time. During this time I will listen, a means of formative assessment, to see if what I wanted the students to know, is known by them. I will be listening for reasons of why each item is important during sharing time. Also, during the class discussion I will be formatively assessing what is said. If I can tell that a student is way off, I can take him or her aside to explain the purpose and help him or her make the connections that I want them to make. These two areas help me determine what needs to be changed the next time I teach this lesson. I will also see the strengths of the lesson through the discussions and be able to determine what aspects to keep for the next time it is taught.