MEDT 7470  
Lesson Plan  
Project 2  
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Benjamin Franklin Lesson Plan

**Standard**: SS1H1 The student will read about and describe the life of historical figures in American history.

1. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman)

**Objective:** Given internet research, big books, informational readings and UnitedStreaming videos, students will describe and identify Benjamin Franklin, his inventions and his contributions to the United States of America with 90% accuracy.

**Materials:** Benjamin Franklin big book, non-fiction media center books on Ben and his different inventions, laptops, projector, social studies journals, pencils, crayons, chart paper, markers and resources kit of images of Ben from internet.

**Lesson:** Read Big Book Aloud with class. Explain the non-fiction book to students. Help students find important facts about Ben from big book and write them down on chart paper. Organize facts into a tree map. Tree map branches are; inventions, writings, childhood

Watch a UnitedStreaming video, What’s the Big Idea Ben Franklin?. Add new facts to the tree map.

Students will select an invention or even in Ben’s life to research more of. Using media center books and internet research, students will find specific facts about the topic he/she has chosen. Some students may work in small group for this. Students will write down facts in their social studies journals.

When all the facts are written down, students will complete an informational writing following the informational writing rubric provided by Cobb County Board of Ed. Students will present their writings to the class.

The class will select images, sounds and video clips together to create a short video based on the life of Benjamin Franklin. The class will create the video with the help of the teacher in MovieMaker or PhotoStory.

**Cobb County School District Grade 1 Writing Assessment: Scoring Rubric**

**INFORMATIONAL WRITING**

**Domain 1: Ideas –** The degree to which the writer establishes a focus and develops the main points with examples, facts, and details.

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| **Component** | **Does Not Meet Standard** | **Meets Standard** | **Exceeds Standard** |
| Focus | Little or no evidence of focus | Writes an informational piece that describes an experience, stays on one topic, and begins to maintain a focus | Consistent focus throughout the piece |
| Supporting Details | Details are limited and/or may be irrelevant; No evidence of graphic features | Adds details to expand a topic; begins to use graphic features (charts, pictures, headings) | Includes multiple relevant facts and/or details; may include, diagrams, maps and/or other graphics that enhance the reader’s understanding of the text |
| Use of Resources | Little or no use of resources | Begins to use a variety of resources (i.e., , picture dictionaries, Internet, books) and strategies to gather information to write about a topic; | Restates information from resource materials |
| Development/Completeness | Insufficient information to address a topic; no sense of closure | Writes texts of a length appropriate to address a topic and tell a story; Begins to develop a sense of closure | Complete information; topic is well developed; closure may be tied back to the beginning |

**Domain** **2**: **Organization** **–**The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion. (Beginning, middle, end)

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| **Component** | **Does Not Meet Standard** | **Meets Standard** | **Exceeds Standard** |
| Organizational Pattern | Little or no evidence of an introduction, body, and conclusion | Begins to capture a reader’s interest; may contain an introduction, body, and conclusion; | Contains a clear introduction, body, and conclusion |
| Grouping of Ideas | Little or no evidence of organizational structures and strategies | Begins to use organizational structures (steps, chronological order), and strategies (description). Groups ideas together | Consistently maintains organizational structures and strategies throughout the piece |

**Domain 3: Style –** The degree to which the writer controls language to capture the reader’s interest.

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| **Component** | **Does Not Meet Standard** | **Meets Standard** | **Exceeds Standard** |
| Word Choice | Language is simple and repetitive | Begins to use a mixture of simple and interesting language (e.g., descriptive, sensory details, content related and/or speaking vocabulary) | Uses a mixture of simple and interesting language (e.g., descriptive, sensory details, content related and/or speaking vocabulary) throughout the piece |
| Audience Awareness | Little or no awareness of audience | Begins to show attention to the audience; some sense of the writer’s voice (personality on paper) is apparent | Attention to the audience carried into the development of the piece; writer’s voice is more evident |

**Cobb County Grade 1 Writing Assessment: Scoring Rubric**

**CONVENTIONS**

**All Genres**

**Domain 4: Conventions –** The degree to which the writer demonstrates control of Sentence Formation, Usage, and Mechanics.

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| **Component** | **Element** | **Does Not Meet Standard** | **Meets Standard** | **Exceeds Standard** |
| Sentence  Formation | Clarity and Correction | Inconsistently writes letters with correct shape, size, slant, and spacing | Writes letters with correct shape, size, slant, and spacing; prints with appropriate spacing between words and sentences | Consistently writes letters with correct shape, size, slant, and spacing, prints with appropriate spacing between words and sentences, and writes in complete sentences with correct subject-verb agreement.  Majority clear and correct sentences |
| Complexity | No variation in sentence structure | Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative) | Consistently writes various types of sentences throughout a piece |
| Usage | Subject/Verb Agreement | Frequent mistakes in subject-verb agreement within and across sentences | Writes in complete sentences with correct subject-verb agreement | Consistently writes in complete sentences with correct subject-verb agreement across a variety of contexts |
| Noun Forms  (singular and plural) | Frequent mistakes in noun forms | Uses nouns (singular and plural) correctly | Consistently uses nouns (singular, plural, and possessive) correctly |
| Personal and Possessive  Pronouns | Little or no evidence of using personal and possessive pronouns | Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns; Uses singular possessive pronouns | Consistently and correctly uses singular and plural personal pronouns and possessive pronouns correctly |
| Mechanics | Spelling | Frequent and severe spelling errors that may distract the reader | Begins to use common rules of spelling and correctly spells grade level appropriate high-frequency sight words most of the time | Consistently applies common rules of spelling and correctly spells grade level appropriate high – frequency sight words; spelling errors occur in words that are above grade level |
| Punctuation: **Ending marks** (periods and question marks) | Little or no evidence of ending punctuation and/or frequent errors | Uses appropriate end punctuation (period and question mark) | Consistently and correctly uses appropriate punctuation (periods, question marks, and exclamation marks) at the end of sentences |
| Punctuation: **Commas in a series of items**  *If not applicable to the piece of writing do not mark at all* | Little or no use of commas and/or commas used incorrectly | Uses commas in a series of items | Consistently uses commas in a series correctly, and begins to use commas correctly in other organizational structures (friendly letters, cities and states, dates) |
| Capitalization:  **Beginning of sentences and proper nouns** | Little or no use of capitalization and/or frequent errors in capitalization | Uses correct capitalization of initial words and common proper nouns (e.g., proper names, months, cities, countries, streets, days of the week) | Uses correct capitalization of initial words and common proper nouns that are not as common to this grade level (e.g., holidays, restaurants, book titles) |