

TILT Name:	Trunk of Tales: Paul Bunyan and Friends by: Paula Simmons, Sarah McKinnon, Mary Anne Kasraii, and Amber Williams
Lesson Title:	Tall Tale Stories
Subject Area(s):	ELA
Grade Level(s)	2 nd Grade
Duration:	3 weeks
Standards:	<p>RL.MC.8.1 Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.</p> <p>RL.MC.7.1 Retell the sequence of major events using key details.</p> <p>RL.MC.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>RL.MC.7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author or genre studies.</p>
Learning Objective:	<ol style="list-style-type: none"> 1. The students will be able to identify a tall tale based on the characteristics of a tall tale. 2. The students will be able to compare and contrast tall tale characters based on their actions, feelings, and responses to major events or challenges. 3. The students will be able to describe the plot of a tall tale story. 4. The students will be able to explain how cause and effect relationships affect the plot of a tall tale story. 5. The students will be able to retell the sequence of major events using key details of a tall tale story. 6. The students will be able to ask and answer literal and inferential questions about a tall tale story. 7. The students will be able to compare and contrast multiple versions of a tall tale story. 8. The students will be able to compare and contrast different tall tale text.
Essential Question(s):	<p>What is a tall tale?</p> <p>What are the characteristics/elements of a tall tale?</p> <p>How can you compare and contrast tall tale characters based on their actions, feelings, and responses to major events or challenges?</p> <p>What is the plot of a tall tale story?</p> <p>How can you explain how cause and effect relationships affect the plot of a tall tale story?</p> <p>What is the sequence of major events using key details of a tall tale story?</p> <p>How can you ask and answer literal and inferential questions about a tall tale story?</p> <p>How can you compare and contrast multiple versions of a tall tale story?</p> <p>How can you compare and contrast different tall tale text?</p>
Evaluation / Suggested Assessments: <i>*Attach a copy of all assessment sheet(s) to your lesson plan. Include any rubrics, checklists, rating sheets, scoring guides, etc. that will be used.</i>	<p><u>Prior to Lesson:</u> Ask students if they have ever heard of the tall tale characters discussed in this unit (Paul Bunyan, John Henry, Sally Ann Thunder Ann Whirlwind Crockett, Davy Crockett); have students elaborate on their knowledge. Create a Can, Have, Are anchor chart about tall tales.</p> <p><u>During the Lesson:</u> Students will engage in various character maps, and create Venn diagrams comparing tall tale stories and tall tale characters.</p> <p><u>After the Lesson:</u> Students will engage in a game which will assess their knowledge of the characteristics of a tall tale as well as their knowledge of the four main tall tale characters discussed within the unit. (Tall Tale Story Telling Board Game)</p>
	Accommodations

Diversity for Student Learning	and/or Modifications for Special Needs	Students will work heterogeneously in collaborative groups. Students will meet with teacher in literature circles using text on or near their reading level. Many hands on activities are included for students who are more visual, kinesthetic, or tactile learners.																											
	Differentiation																												
Grouping		whole class; collaborative groups; small group (literature circles)																											
Materials/Resources: <i>*Attach a copy of all handouts to your lesson plan.</i>		Students: 1. Character Maps ; Story Maps; Venn Diagrams; Tall Tale Stories booklets Teacher: 2. Tall Tale anchor chart ; Tall Tale Traits ppt ; Tall Tales ppt ; Tall Tales Character Maps ; Story Maps; Venn Diagrams; trade books about Paul Bunyan, John Henry, Sally Ann Thunder Ann Whirlwind Crockett, Davy Crockett, Johnny Appleseed, Annie Oakley, Pecos Bill (see Tilt Unit Plan for full list); Tall Tale Stories Booklets ; Tall Tale DVDs (see Tilt Unit Plan for list);																											
Educational Technology:		<i>Smart Board, Projector, Paper, Markers, Pencils</i>																											
Pedagogical Strategies:		<i>What are you going to do to achieve your learning objective? Check all that apply.</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/> Hands-on Activity</td> <td><input type="checkbox"/> Manipulatives</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input checked="" type="checkbox"/> Graphic Organizer</td> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Guided Practice</td> </tr> <tr> <td><input type="checkbox"/> Thinking Map</td> <td><input type="checkbox"/> Drawing/Artwork</td> <td><input type="checkbox"/> Brainstorming</td> </tr> <tr> <td><input checked="" type="checkbox"/> Small Groups</td> <td><input type="checkbox"/> Mnemonic Device</td> <td><input type="checkbox"/> Movement</td> </tr> <tr> <td><input type="checkbox"/> Think-Pair-Share</td> <td><input type="checkbox"/> Game</td> <td><input type="checkbox"/> Music</td> </tr> <tr> <td><input checked="" type="checkbox"/> Interactive Read Aloud</td> <td><input type="checkbox"/> Web Quest</td> <td><input checked="" type="checkbox"/> Video</td> </tr> <tr> <td><input checked="" type="checkbox"/> Reading Workshop</td> <td><input type="checkbox"/> Inquiry Stations</td> <td><input type="checkbox"/> Roleplay</td> </tr> <tr> <td><input type="checkbox"/> Writers Workshop</td> <td><input type="checkbox"/> Problem-Based Learning</td> <td><input type="checkbox"/> Journal Writing</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Hands-on Activity	<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Graphic Organizer	<input type="checkbox"/> Lecture	<input type="checkbox"/> Guided Practice	<input type="checkbox"/> Thinking Map	<input type="checkbox"/> Drawing/Artwork	<input type="checkbox"/> Brainstorming	<input checked="" type="checkbox"/> Small Groups	<input type="checkbox"/> Mnemonic Device	<input type="checkbox"/> Movement	<input type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> Game	<input type="checkbox"/> Music	<input checked="" type="checkbox"/> Interactive Read Aloud	<input type="checkbox"/> Web Quest	<input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Reading Workshop	<input type="checkbox"/> Inquiry Stations	<input type="checkbox"/> Roleplay	<input type="checkbox"/> Writers Workshop	<input type="checkbox"/> Problem-Based Learning	<input type="checkbox"/> Journal Writing	<input type="checkbox"/> Other:		
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Procedures: <i>Structure the lesson according to your instructor's prescribed instructional model (e.g. Learning Cycle, The E's, Gradual Release, etc.).</i> <i>Include time estimates for each phase of your lesson.</i> <i>Provide a detailed description of the lesson's step-by-step procedures in chronological order.</i> <i>Include:</i> <i>1) Launching the lesson with a strong opening</i>		This will be a three-week unit about tall tales and their characteristics. Throughout the unit you will read aloud many tall tale stories, with an emphasis on Paul Bunyan, John Henry, Sally Ann Thunder Ann Whirlwind Crockett, and Davy Crockett. You will also expose your students to other tall tale characters such as, Johnny Appleseed, Annie Oakley, and Pecos Bill. Week 1- Paul Bunyan *Engage students in the lesson by dressing as Paul Bunyan: plaid shirt, blue jeans, boots, axe (I would create a cut-out of one using poster board), and suspenders. Enter the classroom talking as though you were Paul Bunyan, saying "Well good mornin' to you folks. My name is Paul Bunyan. I'm here to teach you youngsters about tall tales. Can anyone take a gander and tell me what a tall tale is?" Take students responses. Say, "Those are some hearty guesses! A tall tale is a story that features a larger than life character, like myself, who solves problems in a fantastical way." Use this time to reference the anchor chart that you've already made; the characteristics of a tall tale should not be listed until you have shown the Tall Tale Traits ppt. Say, "I'm going to show you youngsters what a tall tale story must have; they call these characteristics." Display the Tall Tale Traits ppt on your Smart Board. Each slide states the characteristics of a tall tale and elaborates on what that characteristic is or identifies. <i>Tall Tale Characteristics:</i> <i>Superhuman Characters</i>																											

- 2) One or more opportunities for student exploration
- 3) Direct teaching
- 4) A meaningful closure

Formative assessment/ comprehension checks should be embedded throughout the lesson.

Characters that use everyday language
Problems that are often solved in a humorous way
Exaggerated details

As you travel through the slides, add the characteristics to your anchor chart. At the end of the presentation, review with the students the different characteristics that make up a tall tale story using the anchor chart you have now made.

*Read aloud a Paul Bunyan story. As you read, have students listen for those tall tale characteristics, ask them questions about the story, and allow them time to ask you questions about the story.

* After you have read a Paul Bunyan story, challenge students to complete a tall tale character map. The tall tale character map should require students to identify: the character's appearance, exaggerations within the story, the character's actions, character traits of that character, and the solution to the character's problem in the story. Students can complete these maps independently, with a partner, or in groups.

* Begin literature circles using the following books:

Tall: Great American Folktales- Graphic Novel

The Tall Tale of Paul Bunyan- Graphic Novel

Davy Crockett: A Life on the Frontier- Nonfiction Text

Who was Davy Crockett?- Nonfiction Text

*Read aloud other versions of a Paul Bunyan story. Have students complete a Venn Diagram comparing and contrasting two versions of a Paul Bunyan story. Students can complete these maps independently, with a partner, or in groups.

*Read aloud other tall tale stories about Johnny Appleseed, Annie Oakley, and Pecos Bill. Have students compare and contrast Paul Bunyan to another tall tale story character using a Venn Diagram. Students can complete these maps independently, with a partner, or in groups.

Week 2- John Henry

*Engage the students in the week's lessons by dressing as John Henry: plain, dirty shirt; overalls; bandana around your neck or head; carry a mallet or hammer (or create a cutout of one using poster board). Using the introduction from the Tall Tale Stories booklet for John Henry, introduce yourself saying, "Why hello there. My name is John Henry. I am the fastest, steel drivin' man around. I've been sent here to teach you children about what it was like working on the railroad, and to tell you how I beat a machine called a steam drill." Say, "Let's review what you learned about tall tales last week with my pal Paul." Call on students to identify the characteristics of a tall tale story. Allow them to use the previous week's anchor chart. Share with the students the Tall Tale PowerPoint. The slides review what was discussed last week and what is on the anchor chart.

*Read aloud a John Henry story. As you read, have students listen for those tall tale characteristics, ask them questions about the story, and allow them time to ask you questions about the story.

* After you have read a John Henry story, challenge students to complete a tall tale character map. The tall tale character map should require students to identify: the character's appearance, exaggerations within the story, the character's actions, character traits of that character, and the solution to the character's problem in the story. Students can complete these maps independently, with a partner, or in groups.

* Continue literature circles using the following books:

Tall: Great American Folktales- Graphic Novel

The Tall Tale of Paul Bunyan- Graphic Novel

Davy Crockett: A Life on the Frontier- Nonfiction Text

Who was Davy Crockett?- Nonfiction Text

*Read aloud other versions of a John Henry story. Have students complete a Venn Diagram comparing and contrasting two versions of a John Henry story. Students can complete these maps independently, with a partner, or in groups.

* Have students compare and contrast Paul Bunyan and John Henry using a Venn Diagram. Students can complete these maps independently, with a partner, or in groups.

	<p>*Read aloud other tall tale stories about Johnny Appleseed, Annie Oakley, and Pecos Bill. Have students compare and contrast Paul Bunyan to another tall tale story character using a Venn Diagram. Students can complete these maps independently, with a partner, or in groups.</p> <p>Week 3- Sally Ann Thunder Ann Whirlwind Crockett and Davy Crockett</p> <p>* Engage students by dressing as Davy Crockett by wearing: camouflage clothing, no shoes, and a coon skin cap. Or you could dress as Sally Ann by wearing an old tattered dress, no shoes, carrying a fake snake.</p> <p><u>Davy Crockett</u>: Introduce yourself to your students by using the introduction from the Tall Tale Stories booklets, saying, “Hello, my name is Davy Crockett. You may recognize me from my coon skin cap. I have come all the way from Tennessee to teach you young’ns about how I solved problems for this here USA.” Say, “Your teacher tells me you know all about tall tale characters and you are even writing your own stories about a character you’ve made up. Let’s see smart you young’ns really are.”</p> <p><u>Sally Ann</u>: Introduce yourself to your students by using the introduction from the Tall Tale Stories booklets, saying, “Hello, my name is Sally Ann Thunder Ann Whirlwind Crockett, and I am amazing! Those were my first words on the day I was born and boy was I right!” You see a student chuckle and say, “You don’t believe me, well I’ll show you”, and wave your snake at them. Say, “Before I sick my snake on you, let’s see how much you know about these here tall tales you been learning ‘bout.”</p> <p>After your introductions, no matter the character you dressed as, review with the students what a tall tale story is and the characteristics of a tall tale story.</p> <p>*Read aloud a Davy Crockett story and a Sally Ann story. As you read, have students listen for those tall tale characteristics, ask them questions about the story, and allow them time to ask you questions about the story.</p> <p>* After you have read a story about both characters, challenge students to complete a tall tale character map on one or both characters. The tall tale character map should require students to identify: the character’s appearance, exaggerations within the story, the character’s actions, character traits of that character, and the solution to the character’s problem in the story. Students can complete these maps independently, with a partner, or in groups.</p> <p>* Continue literature circles using the following books: Tall: Great American Folktales- Graphic Novel The Tall Tale of Paul Bunyan- Graphic Novel Davy Crockett: A Life on the Frontier- Nonfiction Text Who was Davy Crockett?- Nonfiction Text</p> <p>*Read aloud other versions of a Davy Crockett and Sally Ann story. Have students complete a Venn Diagram comparing and contrasting two versions of a Davy Crockett or Sally Ann story. Students can complete these maps independently, with a partner, or in groups.</p> <p>* Have students compare and contrast Davy Crockett and Sally Ann using a Venn Diagram. Students can complete these maps independently, with a partner, or in groups.</p> <p>* Have students compare and contrast Davy Crockett and Sally Ann to Paul Bunyan and John Henry using a Venn Diagram. Students can complete these maps independently, with a partner, or in groups.</p> <p>*Read aloud other tall tale stories about Johnny Appleseed, Annie Oakley, and Pecos Bill. Have students compare and contrast Paul Bunyan to another tall tale story character using a Venn Diagram. Students can complete these maps independently, with a partner, or in groups.</p> <p>Close the three-week unit engaging students in the Tall Tale Story Telling Board Game.</p>
Safety Considerations:	None
Follow Up:	During literature circles is when you can help students who aren’t understanding.
Reference(s):	

Teacher Name:		Mary Anne Kasraii, Lauren Williams, Paula Simmons, Sarah McKinnon
Lesson Title:		<i>Trunk of Tales- Narrative Writing: Tall Tale</i>
Subject Area(s):		ELA
Grade Level(s)		2nd
Duration:		3 weeks
Standards:		Narrative Writing- W.MCC.3.1
Learning Objective:		Students will be able to write their own tall tale with a tall tale character. It should include all characteristics of a tall tale.
Essential Question(s):		<i>How can I write a narrative story about a tall tale character using what I know about tall tale stories?</i>
Number of Students:		25
Evaluation / Suggested Assessments:		<p><i>Prior to Lesson: Teacher observation of reviewing anchor chart</i></p> <p><i>During the Lesson: Conferencing</i></p> <p><i>After the Lesson: Grade final drafts using rubric</i></p>
Diversity for Student Learning	Accommodations and/or Modifications for Special Needs	
	Differentiation	
Grouping		<i>Students will be in pairs for part of the writing and will work individually on the writing.</i>
Materials/Resources:		
<i>*Attach a copy of all handouts to your lesson plan.</i>		
Educational Technology:		

Pedagogical Strategies:	<p><i>What are you going to do to achieve your learning objective? Check all that apply.</i></p> <table border="1"> <tr> <td><input type="checkbox"/> Hands-on Activity</td> <td><input type="checkbox"/> Manipulatives</td> <td><input checked="" type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Graphic Organizer</td> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Guided Practice</td> </tr> <tr> <td><input type="checkbox"/> Thinking Map</td> <td><input type="checkbox"/> Drawing/Artwork</td> <td><input type="checkbox"/> Brainstorming</td> </tr> <tr> <td><input type="checkbox"/> Small Groups</td> <td><input type="checkbox"/> Mnemonic Device</td> <td><input type="checkbox"/> Movement</td> </tr> <tr> <td><input type="checkbox"/> Think-Pair-Share</td> <td><input type="checkbox"/> Game</td> <td><input type="checkbox"/> Music</td> </tr> <tr> <td><input type="checkbox"/> Interactive Read Aloud</td> <td><input type="checkbox"/> Web Quest</td> <td><input type="checkbox"/> Video</td> </tr> <tr> <td><input type="checkbox"/> Reading Workshop</td> <td><input type="checkbox"/> Inquiry Stations</td> <td><input type="checkbox"/> Roleplay</td> </tr> <tr> <td><input checked="" type="checkbox"/> Writers Workshop</td> <td><input type="checkbox"/> Problem-Based Learning</td> <td><input type="checkbox"/> Journal Writing</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Hands-on Activity	<input type="checkbox"/> Manipulatives	<input checked="" type="checkbox"/> Modeling	<input type="checkbox"/> Graphic Organizer	<input type="checkbox"/> Lecture	<input type="checkbox"/> Guided Practice	<input type="checkbox"/> Thinking Map	<input type="checkbox"/> Drawing/Artwork	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Small Groups	<input type="checkbox"/> Mnemonic Device	<input type="checkbox"/> Movement	<input type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> Game	<input type="checkbox"/> Music	<input type="checkbox"/> Interactive Read Aloud	<input type="checkbox"/> Web Quest	<input type="checkbox"/> Video	<input type="checkbox"/> Reading Workshop	<input type="checkbox"/> Inquiry Stations	<input type="checkbox"/> Roleplay	<input checked="" type="checkbox"/> Writers Workshop	<input type="checkbox"/> Problem-Based Learning	<input type="checkbox"/> Journal Writing	<input type="checkbox"/> Other:		
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<p>Procedures: Structure the lesson according to your instructor's prescribed instructional model (e.g. Learning Cycle, The E's, Gradual Release, etc.).</p> <p>Include time estimates for each phase of your lesson.</p> <p>Provide a detailed description of the lesson's step-by-step procedures in chronological order. Include:</p> <p>1) Launching the lesson with a strong opening 2) One or more opportunities for student exploration 3) Direct teaching 4) A meaningful closure</p> <p>Formative assessment/comprehension checks should be embedded throughout the lesson.</p>	<p><i>The anchor chart that was created for Tall Tales will be reviewed, so students are aware of the elements that need to be included in their Tall Tale Writing. The Anchor Chart with Character Traits will also be reviewed so students will be reminded of character traits.</i></p> <p><i>The teacher will model writing a Tall Tale using exaggeration and character traits.</i></p> <p><i>Students will think pair share about their Tall Tale Character and the story plot with their partner.</i></p> <p><i>Each day will begin with a new mini-lesson which will aid the students in writing their own tall tale.</i></p> <p><i>Timeline:</i> <i>*Brainstorm: Character's names and superhuman traits</i> <i>*Story Map: based on the character; who, what, when, where, exaggerations, superhuman trait</i> <i>*Sequence Map</i> <i>*Rough Draft: Mini-lesson 1 day, Students drafting 2-3 days</i> <i>*Peer Editing- 1-2 days</i> <i>*Revision/Conferencing- 4-5 days</i> <i>*Final Drafts- 2-3 days</i> <i>*Presentations: 1 day (students can dress as their character and share their writings with the class or invite parents)</i></p>																											
Safety Considerations:																												
Follow Up:																												
Reference(s):																												

Teacher Name:	Mary Anne Kasraii, Lauren Williams, Sarah McKinnon, Paula Simmons
Lesson Title:	<i>Trunk of Tales – STEM Activity</i>
Subject Area(s):	Tall Tales
Grade Level(s)	Second Grade
Date:	

Duration:		One – two hours
Standards:		Measurement- 2.MDA.1 Measurement- 2.MDA.2 Measurement- 2.MDA.3
Learning Objective:		How to engineer a wagon strong enough to carry materials a long distance.
Essential Question(s):		<i>Using the materials provided, can you create a covered wagon that can hold the weight of apples a long distance?</i>
Number of Students:		25 students
Evaluation / Suggested Assessments:		<p>Prior to lesson an anchor chart will be displayed and students will be given sticky notes for them to write down what they know about covered wagons.</p> <p>During the lesson teacher will observe groups and how they are working together and obstacles they are facing, how they are resolved, and if they change from original design and why?</p> <p>After lesson a Summative Assessment will be done as a class observation of all the wagons and results as well as a Lab Comprehension Sheet to fill out.</p>
Diversity for Student Learning	Accommodations and/or Modifications for Special Needs	<p>Students will work in small groups 4-5, this will allow for accommodations to be made for special needs. They will be cooperative groups with designated roles.</p> <p>This lesson also ties into the history of transportation. How did pioneers travel in the past and overcome obstacles they faced traveling long distances in a covered wagon.</p>
	Differentiation	
Grouping		<i>1-materials, 1-architect, 1-2 contractors, 1-2 presenter</i>
Materials/Resources:		<p><i>*Attach a copy of all handouts to your lesson plan.</i></p> <ul style="list-style-type: none"> - book, <i>Daily Life in a Covered Wagon</i> by Paul Erickson - task cards printed on cardstock explaining each students job. (laminated) - Popsicle sticks, - cardboard cut into squares, Styrofoam plates, egg cartons - small round items, (bottle caps, rubber discs, metal washers) - straws, pipe cleaners - foil, wax paper, Kleenex, cloth, - tape, - string <p><i>Materials will be placed on a table in a central location.</i></p> <ul style="list-style-type: none"> - A flat surface will be provided to construct wagons. - A surface will be provide to pull wagon and measure distance it travels with pebbles.
Educational Technology:		<i>Use a smart board to talk about covered wagons and what they looked like and how they were used in the expansion of the west. Document reader</i>

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<p>Procedures: Structure the lesson according to your instructor's prescribed instructional model (e.g. Learning Cycle, The E's, Gradual Release, etc.).</p> <p>Include time estimates for each phase of your lesson.</p> <p>Provide a detailed description of the lesson's step-by-step procedures in chronological order. Include:</p> <p>1) Launching the lesson with a strong opening 2) One or more opportunities for student exploration 3) Direct teaching 4) A meaningful closure</p> <p>Formative assessment/ comprehension checks should be embedded throughout the lesson.</p>	<p><i>The lesson will begin with images of covered wagons. A discussion will be led about how they looked and parts they contain. Photos can be found on youtube covered wagon photos.</i></p> <p><i>Read the book, <u>Daily Life in a Covered Wagon</u>, by Paul Erickson.</i></p> <p>-Students will be put into small heterogeneous groups chosen in advance to accommodate any handicaps or learning disabilities to help all feel successful.</p> <p>- Students will be given task cards-which tell them their job within the group and the responsibilities of each job.</p> <p>- The group will draw an illustration of what they are going to make their wagon look like. Diagram parts they will need. This will need to be approved by teacher.</p> <p>- The materials person will collect supplies needed to build wagon.</p> <p>- Contractors will build, with the help of others in group the wagon.</p> <p>- The presenter will and rest of group will bring wagon to track and add a table spoon of pebbles at a time to see which group can carry the most pebbles the longest distance.</p> <p>- If wagon completely collapses, students are allowed to go back and make changes to try and allow wagon to carry more.</p> <p>- At the end there will be declared a wagon that goes the longest distance with the most pebbles. The class will discuss why they believe it was successful.</p>																											
Safety Considerations:	<i>Scissors making sure students don't cut themselves</i>																											
Follow Up:	<i>Student Lab Sheet: Covered Wagon Challenge</i>																											
Reference(s):	STEM class from RPSC, TPT, YouTube and Amazon																											

Teacher Name:	Sarah McKinnon, Amber Williams, Paula Simmons, & Mary Anne Kasraii
Lesson Title:	Mapping Our Way Through a Tall Tale – "Trunk of Tales" Tilt
Subject Area(s):	Social Studies
Grade Level(s)	2nd Grade

Duration:		1 to 2 hours (1 to 2 class sessions)
Standards:		2-1.1; 2-1.2; 2-1.5; 2-4.4
Learning Objective:		The student will be able to read a map legend, identify bodies of water, specific landforms, parks, symbols, and cardinal directions as well as identify geographic features such as mountains, rivers, islands, and oceans, and other natural resources. On the map or globe, students will also be able to locate his or her own local community, state, nation and continent.
Essential Question(s):		EQ: Can I read a map legend, identifying bodies of water, specific landforms, parks, symbols, and cardinal directions? EQ: Can I identify geographic features such as mountains, rivers, islands, oceans, and other natural resources on a map? EQ: Can I locate my own local community, state, nation, and continent on a map or globe?
Number of Students:		22 students
Evaluation / Suggested Assessments:		Students will be given a blank map of the United States of America and be required to generate a legend in which each Tall Tale character discussed throughout the unit will be assigned a different color. The students will also add symbols for relevant bodies of water, specific landforms that were significant for each Tall Tale character, and cardinal directions. Finally, students will use the cardinal directions to mark each character's place of birth and death on their maps. These symbols will also need to be added to the map's legend. A wall size map will be displayed in the classroom using different colored yarn to mark the westward routes that the tall tale characters took.
Diversity for Student Learning	Accommodations and/or Modifications for Special Needs	Special needs students will be accommodated by either working in a small group setting or one-to-one with the inclusion resource teacher. They will also be able to listen to the tall tales on CD in the listening station to reinforce the instruction delivered whole group. Students will be grouped heterogeneously so that higher ability students can help those that struggle.
	Differentiation	Instruction will be differentiated through: <ol style="list-style-type: none"> 1. Use of visual aides 2. Collaborative groups / Peer Partners 3. Small group w/ teacher (as needed) 4. Direct Instruction/Whole Group 5. Variety of modalities used (SMARTboard, hard copies, etc.) 6. Multi-leveled readers
Grouping		4 to 5 students of mixed ability levels working in table groups & some pairing of students within their table groups.
Materials/Resources:		<ol style="list-style-type: none"> 1. Floor Map of USA (Scott Foresman S.S. Curriculum – 3rd Grade) 2. WS – Blank Westward Expansion Map of USA 3. Yarn (5 different color/one for each character) 4. Dry Erase Markers, Crayons, Highlighters, Colored Pencils, & Pencils
Educational Technology:		<ol style="list-style-type: none"> 1. Floor Maps 2. BrainPop Jr. 'Map Skills' Video https://jr.brainpop.com/socialstudies/geography/readingmaps/? 3. BrainPop Video 'Landforms'

	4. Tall Tale Character Videos (Pause & mark routes on Floor & Individual US maps)																											
Pedagogical Strategies:	<p><i>What are you going to do to achieve your learning objective? Check all that apply.</i></p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> Hands-on Activity</td><td><input checked="" type="checkbox"/> Manipulatives</td><td><input checked="" type="checkbox"/> Modeling</td></tr> <tr> <td><input type="checkbox"/> Graphic Organizer</td><td><input checked="" type="checkbox"/> Lecture</td><td><input checked="" type="checkbox"/> Guided Practice</td></tr> <tr> <td><input type="checkbox"/> Thinking Map</td><td><input checked="" type="checkbox"/> Drawing/Artwork</td><td><input checked="" type="checkbox"/> Brainstorming</td></tr> <tr> <td><input checked="" type="checkbox"/> Small Groups</td><td><input type="checkbox"/> Mnemonic Device</td><td><input type="checkbox"/> Movement</td></tr> <tr> <td><input checked="" type="checkbox"/> Think-Pair-Share</td><td><input checked="" type="checkbox"/> Game</td><td><input type="checkbox"/> Music</td></tr> <tr> <td><input checked="" type="checkbox"/> Interactive Read Aloud</td><td><input type="checkbox"/> Web Quest</td><td><input checked="" type="checkbox"/> Video</td></tr> <tr> <td><input type="checkbox"/> Reading Workshop</td><td><input type="checkbox"/> Inquiry Stations</td><td><input type="checkbox"/> Roleplay</td></tr> <tr> <td><input type="checkbox"/> Writers Workshop</td><td><input type="checkbox"/> Problem-Based Learning</td><td><input type="checkbox"/> Journal Writing</td></tr> <tr> <td colspan="3"><input type="checkbox"/> Other:</td></tr> </table>	<input checked="" type="checkbox"/> Hands-on Activity	<input checked="" type="checkbox"/> Manipulatives	<input checked="" type="checkbox"/> Modeling	<input type="checkbox"/> Graphic Organizer	<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Guided Practice	<input type="checkbox"/> Thinking Map	<input checked="" type="checkbox"/> Drawing/Artwork	<input checked="" type="checkbox"/> Brainstorming	<input checked="" type="checkbox"/> Small Groups	<input type="checkbox"/> Mnemonic Device	<input type="checkbox"/> Movement	<input checked="" type="checkbox"/> Think-Pair-Share	<input checked="" type="checkbox"/> Game	<input type="checkbox"/> Music	<input checked="" type="checkbox"/> Interactive Read Aloud	<input type="checkbox"/> Web Quest	<input checked="" type="checkbox"/> Video	<input type="checkbox"/> Reading Workshop	<input type="checkbox"/> Inquiry Stations	<input type="checkbox"/> Roleplay	<input type="checkbox"/> Writers Workshop	<input type="checkbox"/> Problem-Based Learning	<input type="checkbox"/> Journal Writing	<input type="checkbox"/> Other:		
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Formative assessment/ comprehension checks should be embedded throughout the lesson.	<p><i>The students will turn in their hard copy of the completed map of the USA, with a legend marking routes & labeling landforms, compass rose, and colored neatly and accurately. All 5 characters routes of westward expansion must be marked on the map, as assessed by a teacher-created rubric aligned with the objectives of this lesson.</i></p>																											
Safety Considerations:	n/a																											
Follow Up:	<i>Tall Tales will be a cross curricular unit for two weeks, so students will revisit the topic in all content areas.</i>																											
Reference(s):	<i>TILT unit plan, other lesson plans submitted, etc.</i>																											