

ELGIN, IL Elgin School District U46
BILINGUAL SECOND GRADE
Language Arts

02LA05 State Goal 5: Students will be able to use the language arts to acquire, assess, and communicate information.

02LA05C Learning Standard C: Students will be able to apply acquired information, concepts and ideas to communicate in a variety of formats.

02LA05C02 Students will be able to communicate information with others by writing letters, fiction, and non-fiction stories based on acquired information.

02LA05C02B I can write an expository piece/description of a familiar object, person, place or event.

02LA05C02B01 I model and provide opportunities for students to write a description that is focused.

02LA05C02B02 I model and provide opportunities for students to write a description that develops a main idea.

02LA05C02B03 I model and provide opportunities for students to write a description that uses details, facts and descriptions to support the main idea.

Lesson Plan: "Dinosaurs in Elgin"

Theme: Exploring Dinosaurs

Evaluation Method:

- ✓ Observation
- ✓ 6+1 Traits of writing
- ✓ Projects (Mind Maps)
- ✓ Writing (an Experience related with the "Dinosaurs in Elgin")

Curriculum Focus:

00SC Science

Timeline: Open

Instructional Method:

Deductive

LESSON SEQUENCE:

DAY 1

1. The teacher will organize a field trip to the Gail Borden Library.
2. The students will receive an explanation about the exhibition, and the teacher will extend the concepts in Spanish in order to reach full understanding of the facts learning during the field trip.
3. During the field trip, the teacher will record the activity with a camcorder to keep the experience in the way it was presented.
4. The teacher will also take several pictures with students and the dinosaurs to use them later in the classroom to better reconstruct the experience.

DAY 2

1. During day two, the teacher will open a discussion about the dinosaurs by showing the video to the students and asking them questions based on Bloom's Taxonomy to develop critical thinking.
2. The teacher will use a graphic organizer to organize the experience at the library.
3. Students will create a graphic organizer to represent their own ideas. They will be encouraged to write or draw pictures.
4. The teacher will collect the student's works at the end of the session.

DAY 3

1. Students will explain their graphic organizer in a large group session. This will give them the opportunity to keep brainstorming about their visit to the library.
2. The teacher will provide students with different pictures about the field trip, and they will write about their experience.
3. At the end of the session, the teacher will pick up the students' papers to share them the following day.

DAY 4

1. Teacher will share the papers from day 3 with the students.
2. Students will be placed in small groups and will read their papers aloud to their peers in that group.
3. The teacher will ask volunteers to share their papers with the whole group.
4. Teacher will pick up his/her students papers to grade them using the rubric "6+1 Traits of Writing."

DAY 5

1. During center time, the teacher will call their students to make conferences and to give them positive feedback about their papers and how they can keep improving the traits of writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation). The traits can be retrieved at:

www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF

DAY 6

1. The teacher will take the students to the computer lab.
2. Each student will be provided with a copy of the different websites that may be visited.
3. Students will have access to educational websites in Spanish.
4. Students will be allowed to print information that they like after they have visited at least six websites and evaluated their content.
5. This activity can be used to make a link with a future topic of big ideas that the teacher wants his/her students to learn.

Materials:

Camcorder
Camera
Books about dinosaurs

Web:

www.monografias.com/trabajos/dinosaurios/dinosaurios.shtml
www.dinoland.com.ar/
www.duiops.net/dinos/consultorio.html
www.revista.unam.mx/vol.2/num4/sabias1/dinosaurios.html
[www.tudiscovery.com/dino/ home/](http://www.tudiscovery.com/dino/home/)
www.sc.ehu.es/towcogoj/Cast/
www.dinosaurios.net/
www.expage.com/page/dinosar
venado.conce.plaza.cl/~dinos/
www.paleogenesis.com.ar/
www.duiops.net/dinos/
www.geocites.com/Capecanaverl/Lab/4104
www.riojainternet.com/prehistoria/ruta.htm
www.revista.unam.mx/vol.2/num4/sabias1/tipos.html
www.dinos.valvanera.com
<http://www.androdr2.8m.com/Dinos/>

Reflection:

This lesson is intended to be taught in a bilingual second grade group. The teacher's purpose is to provide to his/her students with sensorial opportunities to observe and to hear information about dinosaurs. Then, to take those experiences into the classroom to extend such knowledge through another means such as videos, pictures, different websites, books, writing and discussion.

This lesson plan has several stages. It is designed to allow the students to digest the new knowledge and to develop appropriate links to build more knowledge related with other subjects such as science and social studies. This lesson plan models advance levels to develop critical thinking using the Bloom's Taxonomy questions. Plenty of opportunities are provided for students to observe and to learn how technology can be appropriately used in the classroom and to obtain significant information. I strongly believe that young students, such as second graders, can be exposed with a huge variety of methods and instructional strategies that can enhance important things to promote strong educational concepts. Concepts like the ones developed by Grant Wiggins and Jay McTighe in their book *Understanding by Design* called "Enduring Understanding." In short, our students' education has to be more interesting if we want our students to be motivated to acquire new information.