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Activities

Diverse Families

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Brave Like Me

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Diverse Families Children's Literature Lesson Plan

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Lesson Title:	Lesson Title: Letters to Families of Heroes Book Title: Brave Like Me Author: Barbara Kerley Illustrator: Lori Epstein
Content Area and Grade Level:	2nd Grade English Language Arts
Lesson Objectives:	<p>The students will be able to identify ways citizens can make a positive contribution in their community.</p> <p>The students will be able to demonstrate legible printing skills while following the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>The students will be able to improve writing as needed by planning, revising, and editing with guidance and support from adult and feedback from peers.</p> <p>The students will be able to use appropriate voice and tone when speaking or writing while using grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Students will be able to use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
Florida Standards:	<p>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</p> <p>ELA.2.C.1.1 Demonstrate legible printing skills.</p> <p>ELA.2.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p> <p>ELA.2.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>ELA.2.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>
Assessment:	<ul style="list-style-type: none"> ● Teacher observation ● Student self-evaluation (green, yellow, red check in) ● Written work (letter)



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Motivating Activity &
Anticipatory Set/Access Prior
Knowledge:

Prior to this lesson, students will have already covered various types of contributions citizens can make.

- “Let’s get ready to play Four Corners”. Teacher will lead a game of four corners. Each corner of the classroom will represent a letter; A, B, C, D. Teacher will ask questions and give possible answers; A, B, C, D. Students will choose an answer by going to one of the corners that represents the answer they chose. Students that answer correctly remain in the game, the students that answer incorrectly sit back down. After asking questions, the students that remain, win. (5 min)
 - “Which contribution can citizens make?”
 - A)Voting B)Volunteering C)Helping others **D)All of the above**
 - “What are some things you can do to support the military?”
 - A)Write thank you letters B)Send care packages **C)Answers A and B** D)Ignore them
 - “Do you know someone in the military?”
 - A)Yes B)No
 - “Did they ever go away for many days?”
 - A)Yes B)No
 - “What makes someone brave?”
 - A)Running away from a lizard **B)Someone who conquers their fear** C)Eating your favorite candy D)Playing a video game

Procedures:

- Now that students have warmed up by playing Four Corners, the teacher will call students to the rug and ask them to sit in a circle.
- Teacher will say “Families with military members must be brave! We learned a little bit about this with our warmup game of four corners. Let’s find out more.”
- Teacher will read the book *Brave Like Me* by Barbara Kerley illustrated by Lori Epstein, making sure the students listen specifically for what makes the main character brave! (5 min)
- While reading, teacher will ask:
 - After reading the first page, “Who has to be brave?”
 - Person serving the country, the families, and the kids
 - Midway through the book, “How do the kids feel when a parent is far away?”
 - Angry, Sad, Scared with other possible answers being mad, worried, lonely, puzzled
 - Towards the end, “What are ways the kids can communicate with the service member?”
 - phone, computer, letter
- Teacher will engage in a discussion about the book. (10 min)



Closure:

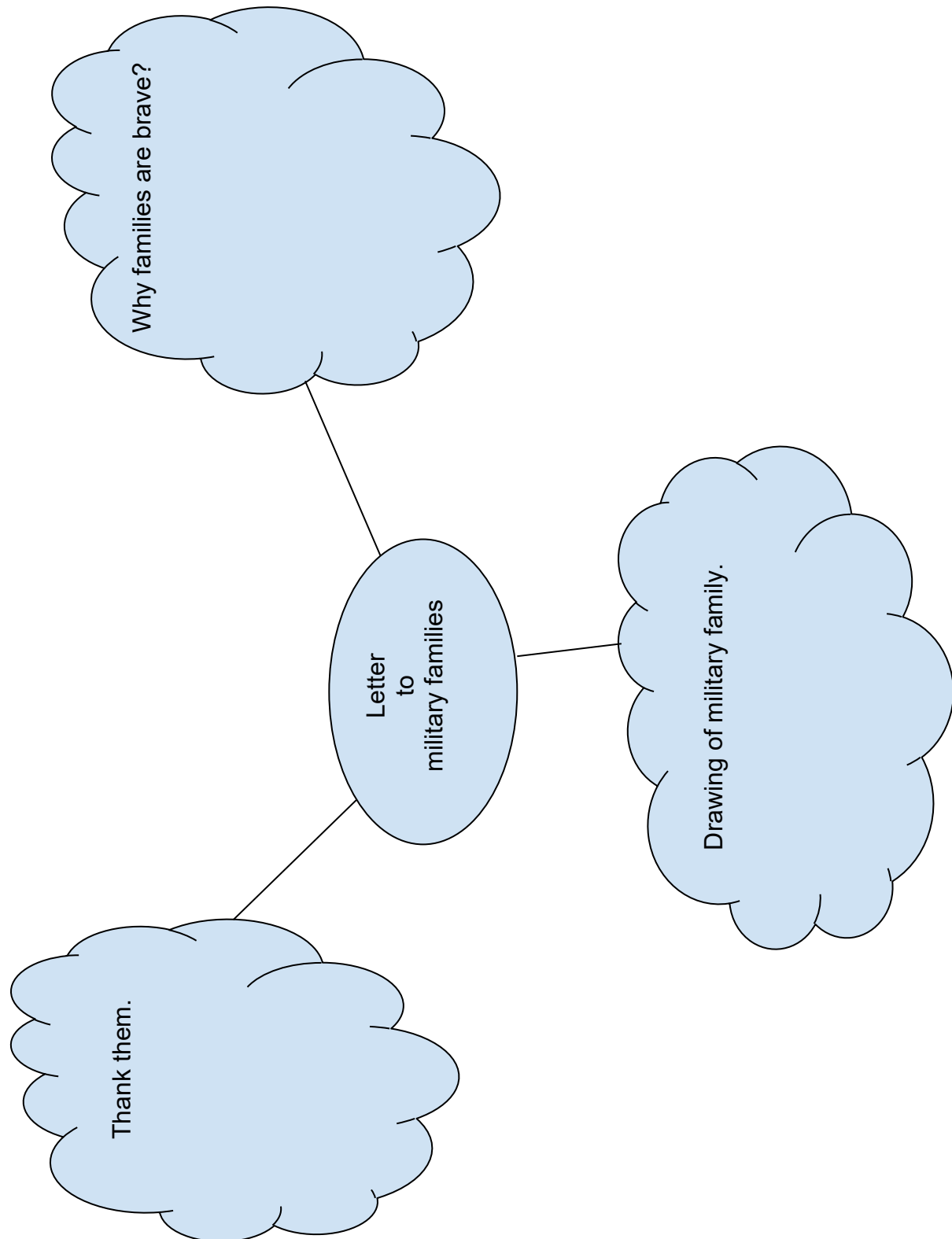
- *"How did the story make you feel?"*
 - *"When have you been brave?"*
 - *"Who else was brave?"*
 - *"What are some ways, we saw in the story, citizens can help their communities?"*
 - *"What can the families do to help each other while a family member is away?"*
 - *"If you wrote a letter to the families, what would you tell them?"*
 - The teacher will write down student ideas on the board for future reference.
- Teacher will have students go back to their desks (desks are paired) to brainstorm with their partner on what they could write and draw in their letter to the military families using a brainstorming worksheet. The student will be encouraged to revisit what has been written on the board, as well. Letter will be sent to the National Military Family Association where they will reach a family of a deployed military service person. (5 min)
 - The expectations will be written on the board as a checklist for students to follow.
 - Students will give a reason why they think the families are brave.
 - Students will thank families for their service.
 - Students will draw a happy picture for a military family.
- Teacher will walk around and help students as needed.
- Teacher will have students write their letter. Template 1 or Template 2 with drawing template.
- Teacher can give students the option of choosing the letter template of preference; the template
- Teacher will be looking at the handwriting making sure the letters are legible.
- Students will use this template for their drawing.
- Teacher will have students reread their letters and make corrections. (5 min)
 - Teacher will walk around to students that are finished to help make any corrections (spelling, grammar, etc.).
 - *"What can you add or erase to make the letter better?"*
 - Teacher will read sentences aloud that are grammatically incorrect to see if students can self-correct, if not the teacher can make suggestions and ask students which one sounded better.
- Students will share their letters with partners first and then a few volunteers will share aloud.
- (10 min)
 - Teacher will praise them for all their efforts.
- Teacher will have students deposit their letter in the classroom mailbox after they have read it.



	<ul style="list-style-type: none">● Students will be able to identify ways citizens can make a positive contribution in their community.● Teacher will ask students a few questions. (5 min)<ul style="list-style-type: none">○ <i>"How did we make a positive contribution to our community?"</i>○ <i>"How is writing a letter to a military family, an example of being a good citizen?"</i>○ <i>"Why did we write the letters?"</i>○ <i>"How did writing the letter make you feel?"</i>○ <i>"How do you think the families will feel when they receive your letters?"</i>
Materials:	<ul style="list-style-type: none">● <i>Brave Like Me</i> by Lori Epstein● Brainstorming Worksheet● Letter Template 1● Letter Template 2● Template for drawing of family● Color Pencils● Crayons● markers● Pencils● Classroom mailbox (box or bin)



Brainstorming Worksheet:





Letter Template 1:

This is a letter template with a decorative border. The top-left corner features a blue field with white stars, while the rest of the border is red with white stars. The central area is white and contains ten horizontal lines for writing. The template is designed to be used for a letter, with the stars and stripes of the American flag forming the border.



Letter Template 2:

Dear _____,

Sincerely,

A small illustration of the United States flag waving on a flagpole, positioned to the right of the signature line.



Template for drawing family:

