


## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Day of Sadness
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
What do you know about 9-11 or September 11, 2001? When someone says that “something if tragic”, what do you think about? Have you ever been “rescued”, maybe you were lost, or you got stuck in a tree, or you were trying to put on your jacket and you just couldn’t get your arm through the sleeve opening? Of course, you may have experienced a more serious rescue as well. What would you be thinking if something tragic and unexpected happened in your town or city?	
Content (the “Meat”)	
<b>Today’s Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.  Take advantage of any teachable moments.  Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.  When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
Today we are going to learn some factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today:</b> emergency <b>Description:</b> An emergency is an urgent situation that requires you to do something right now. It is often a disaster or a tragedy. Emergencies can involve only one person or can involve many people all at the same time. <b>Brainstorm</b> with students “emergencies” that they have experienced. Talk about how they felt and what they did. <b>Ask</b> them to name some symbols or sounds of emergencies. (sirens, flashing red lights, bells at school, hospital signs—usually in blue, exit signs) Ask students why these symbols and sounds are important. Students complete the Vocabulary Notebooks. Student may work in pairs if this is helpful.  <b>Vocabulary Notebook Sample:</b>	

## Consult 4 Kids Lesson Plans

<b>New Word</b>  <p style="text-align: center;">emergency</p>	<b>My Description</b>  <p style="text-align: center;">An event that makes you act right now for the best interest of yourself and others</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the word for today.</p> <p>Vocabulary Notebooks be made from ½ of a composition book.</p>
<b>Personal Connection</b>  <p style="text-align: center;">An ambulance is an emergency vehicle which brings First Aid to people.</p>	<b>Drawing</b>  	

<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p style="text-align: center;"><b>Predicting</b></p> <p>One of the things that we do to help people be prepared for an emergency is to practice drills (fire, earthquake, lock down). By practicing what to do, you have some ideas of how you should respond to the emergency. Another thing we do is to practice being prepared. This is a way to be ready for the emergency, even though you hope you never have to use your plan. In other word, we are trying to predict what we should do and what we should have in place just in case there is an emergency.</p> <p><b>Brainstorm</b> some of the emergencies that we are prepared for and what we predict that we will need and how we should behave.</p> <p><b>Discuss</b> either fire, natural disaster (earthquake, tornado, hurricane), or accident. Discuss how we get ready at school. Discuss how we get ready at home. Try to schedule the principal or some other school official to come in and talk about the school's safety plan and how it fits into the community's safety plan as well. If you can't get the school official, if you have a local red cross, contact them and ask them to come in and talk about the work they do.</p> <p><b>Discuss</b> how important it is to be prepared and to have a plan in case of emergency. Discuss how it must have felt to the people in New York and the Pentagon who could have been prepared for an emergency but not at all prepared for the attacks on 9-11.</p>	<p>We predict all of the time. Teaching children to "think" about the predictions they make, will help them make sense of reading.</p>
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<b>Activity</b>				
<p>Today we are going to listen to the story of what happened on 9-11. Listen to the story for key events and times. Read Tragedy Strikes on pages 1 and 2 of the <u>9-11 Story</u> (included in this lesson plan packet). Pick out the times and events.</p> <p>Demonstrate how to create a timeline. Explain that sometimes time lines cover centuries and sometimes, like this one, the timeline only covers a few hours. The sample that you see below is not complete, but you can see how to create the timeline. When you have completed the timeline ask students to select one of the events and illustrate it. Create a large timeline and include the student's pictures.</p> <p><b>Sample:</b></p>				
8:00 a.m.	8:10 a.m.	8:45 a.m.	9:05	9:40
Flight 11 leaves Boston Flight 175 leaves Boston	Flight 77 leaves Washington Flight 93 leaves Newark	Flight 11 smashes into North Tower	Flight 175 smashes into South Tower	Flight 77 smashes into the Pentagon

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens

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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

### Planning To Remember

Almost immediately the people of the United States began to think about and discuss what sort of memorials should be created at each of the three sites. Today at the Pentagon visitors can walk among the 184 benches that represent the victims of the Pentagon attack on 9-11. It opened 7 years after the attack in 2001. In Pennsylvania, a marble wall with 40 pieces, one for each passenger on Flight 93 will be written. It will be surrounded by a garden of wildflowers. In New York, on September 11, 2011, on the 10<sup>th</sup> anniversary of the attacks, the people who attend the remembrance ceremony will see the plans for reflecting pools (one where each of the Twin Towers stood), bronze panels with the names of the victims, large artificial waterfalls flowing into the pools and the Freedom Tower which when finished in 2013 will be 1,776 feet tall. This height honors the birth of the United States in 1776. In New York there will also be a museum that will educate the millions of visitors that are expected each year so we can prevent such a tragedy from occurring in the future.

Today, there are two things that we can do to honor those people who died in the tragedy of September 11. First we can remember them and their families. We can remember the

## Consult 4 Kids Lesson Plans

events of that day. We can remember that people's hatred of America and Americans gave them permission to act in such destructive ways and make decisions about how to change that. We can remember that Americans rallied together to find solutions to a common problem, and that people across the country felt a "one for all and all for one" connection. As a class, you might want to create a Peace Mural or Diversity Quilt. You might want to plan a ceremony to remember the victims and families of 9-11. You might want to write a group report on all that you have learned about September 11, 2001. You might want to write a poem, create a Reader's Theater script, or celebrate America in singing.

The second thing we can do is to find a way to be of service in our community. There are many ways that we can help in our community. We can find a flower bed at the school that would look better with flowers. We might write room numbers on P.E. equipment, clean-up the playground, redistribute items in the Lost and Found, develop of list of things that people can do when they are angry instead of hitting or hurting another person, or even join with a community agency in supporting a project such as a community health fair. We can visit a retirement home, make cards for people in hospitals, or send letters to service men and women. By serving others we will honor the efforts made by those who came to New York, Washington D.C., and Pennsylvania in the aftermath of 9-11.

Picture in your mind the eleven year old girl adjusting a ribbon on a vase at a memorial just outside of Shanksville, Pennsylvania. See her carefully touch the ribbon so the bow stays nice and tight. Understand that this girl was only one year old when her father, Donald Greene, was one of the 40 passengers who gave his life to protect another American from being hurt or killed. Imagine what you would want to say to Jody Greene if she were your best friend. Imagine what you would want to hear if you were Jody Greene.

For additional resources on 9-11, you can go to:

[www.readinga-z.com](http://www.readinga-z.com) for leveled books on the topic

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Local library

Also, surf the web for photos and maps to share with your students



9-11 Fact Cards

<p>The Twin Towers of the World Trade Center were in New York City close to the Atlantic Ocean.</p>	<p>The Twin Towers were 110 stories tall. Thousands of people worked in the two Towers each day.</p>
<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>

<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>

<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Fact Cards
<b>Focus:</b>	Vocabulary, Questioning

<b>Materials:</b>	3" x 5" cards
Information about 9-11	
Fact Cards	
Vocabulary Cards	

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

What do you know about the events of 9-11 now?

In what way do you believe that 9-11 changed the world for the United States?

How will you remind yourself of the sacrifice the iron workers, regular people, and firefighters made during this time of tragedy?

How will you "pay it forward"?

### Content (the "Meat")

#### Today's Lesson

Today we are going to review the events on September 11. We will also review key vocabulary that is connected to 9-11.

**\*Activity → Teachable Moment(s) *throughout***

#### Vocabulary



You have had eight words this past 8 days that you have clarified to develop a better understanding of each of them. These words go together in our study of the events of 9-11. **Ask** students to describe the connection in terms of this event.

**Have** students work together in pairs to develop a clue for each word. For example: A box pulled by electricity and a strong cable that you move up or down in (elevator); A person who is brave and acts in an extraordinary way (hero); The act of removing a person from a dangerous situation (rescue). The card is two sided—one side will have the word and a picture, the other side will have the clue.

Have the pairs share with another pair of students, giving one another the clue and then give the word that the clue relates to.

#### Vocabulary Clue Cards Sample

It is important to review academic vocabulary often throughout the day  
Vocabulary Cards can be made of blank 3" x 5" cards or by cutting them out of card stock.

<p>Brave </p>	<p>An act to do what's right not selfish</p>	
<p>Elevator </p>	<p>Box that moves you from floor to floor</p>	
<p style="text-align: center;"><b>Reciprocal Teaching Questioning</b></p> <p>One of the most basic types of questions is those we call "right there". In other words the answer is so clear that it is easy to find. Right there questions begin with Who is...Where is...List... What is...? How many...?. When did...? Name ...What kind of...?</p> <p>Examples of right there questions include: "Name the flights of the airplanes that were crashed on 9-11. Who were the people who acted as heroes in New York?"</p> <p>Included in this lesson plan you will find a full deck of fact cards that you can utilize with students as they work to develop questions. If you do not want to utilize the Fact Cards, you can give pairs of students a copy of the 9-11 Story as a reference.</p> <p>Have students work in pairs to identify 3-5 "right there" questions and then share them with another pair and refine and modify as necessary. <b>Note:</b> When writing the questions use as many of the key vocabulary words as you can within the question.</p>		<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p>
<p style="text-align: center;"><b>Activity</b></p> <p>There are a great many events that occurred in a very short time on the morning of 9-11. After that morning, the next 10 years have been less compressed, and yet each of the events has built upon that experience.</p> <p>Give each pair of students a set of the Fact Cards mixed up and ask them to retell the story of 9-11 using those cards. If they believe a significant event has not been recorded, give them a 3" X 5" card to add to the collection. Have them add the details of both the Remembrance Project and the Service Project that you did as a group. Those should be the final 2 cards of the Fact Card set.</p>		<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today when they were practicing English Language Arts with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them



## 9-11 Fact Cards

<p>The Twin Towers of the World Trade Center were in New York City close to the Atlantic Ocean.</p>	<p>The Twin Towers were 110 stories tall. Thousands of people worked in the two Towers each day.</p>
<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>

<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>

<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, was completed in 2012 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>




## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Learning About September 11
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?	
What do you know about heroes?	
Who is your hero or role model (someone you want to be like)?	
From the information you received yesterday, who would you say acted like a "hero"? (the passengers on Flight 93 that crashed in Pennsylvania)	
Content (the "Meat")	
<b>Today's Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the word covered today. Vocabulary Notebooks can be made from ½ of a composition book.
Today we are going to learn more factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today: hero</b> <b>Description:</b> A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special powers. But real heroes do not have any special powers just a special commitment to do what is right. <b>Brainstorm</b> with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen. <b>Ask</b> them to name some situations that might lend itself to being a hero or acting in a heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a "popular" student. Review yesterday's word. Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful	

## Consult 4 Kids Lesson Plans

<b>Vocabulary Notebook Sample:</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center; padding: 10px;">hero</div> </td> <td style="padding: 5px;"> <b>My Description</b>             Person who does something that helps someone else without thinking about themselves first         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             The firemen in New York City were heroes of 9-11.         </td> <td style="padding: 5px;"> <b>Drawing</b>   <div style="text-align: center;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center; padding: 10px;">hero</div>	<b>My Description</b>  Person who does something that helps someone else without thinking about themselves first	<b>Personal Connection</b>  The firemen in New York City were heroes of 9-11.	<b>Drawing</b>  <div style="text-align: center;">  </div>		
<b>New Word</b>  <div style="text-align: center; padding: 10px;">hero</div>	<b>My Description</b>  Person who does something that helps someone else without thinking about themselves first					
<b>Personal Connection</b>  The firemen in New York City were heroes of 9-11.	<b>Drawing</b>  <div style="text-align: center;">  </div>					
<b>Reciprocal Teaching</b> <b>Predicting</b>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>				
<p>It is hard to know if you will behave in a heroic way before something disastrous happens. For the people who were faced with the events of September 11, many who would not consider themselves heroic, certainly behaved in an heroic manner. We know that the passengers of Flight 93 acted in a heroic way and crashed with the plane in Pennsylvania. Predict what other types of heroism you think people exhibited on 9-11. Who were the people? Did they have some special power? In your opinion what made these people behave in the way that they did? Make a list of qualities that you think these heroes would have.</p>		<p>Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>				
<b>Activity</b>						
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### Closing

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- Please recap what we did today.
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#### Debrief

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After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

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<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
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<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>

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<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>



<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>


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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Aftermath
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?	
What do you know about heroes?	
Who is your hero or role model (someone you want to be like)?	
From the information you received yesterday, who would you say acted like a "hero"? (the passengers on Flight 93 that crashed in Pennsylvania).	
Content (the "Meat")	
<b>Today's Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.
Today we are going to learn more factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today: hero</b> <b>Description:</b> A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special powers. But real heroes do not have any special powers just a special commitment to do what is right. <b>Brainstorm</b> with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen. <b>Ask</b> them to name some situations that might lend itself to being a hero or acting in an heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a "popular" student. Review yesterday's word. Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful	
<b>Vocabulary Notebook Sample:</b>	

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<p><b>New Word</b></p> <p style="text-align: center;">hero</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who responds to a disaster without thinking about themselves but thinking about how they could help</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">Thomas Jefferson is a hero of American Independence.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p style="text-align: center;"><b>Predicting</b></p> <p>It is hard to know if you will behave in an heroic way before something disastrous happens. For the people who were faced with the events of September 11, many who would not consider themselves heroic, certainly behaved in an heroic manner. We know that the passengers of Flight 93 acted in an heroic way and crashed with the plane in Pennsylvania. Predict what other types of heroism you think people exhibited on 9-11. Who were the people? Did they have some special power? In your opinion what made these people behave in the way that they did? Make a list of qualities that you think these heroes would have.</p>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today we are going to listen to the story of what happened after the Twin Towers collapsed, the Pentagon was smashed, and the plane crashed in Pennsylvania. Read the section of the <b><u>Story of 9-11, The Aftermath</u></b>, on pages 2 and 3.</p> <p>Look at the quote from President Bush, "These acts shatter steel, but they cannot dent the steel of American resolve." Examine the quote word by word or phrase by phrase.</p> <p>"These acts" What acts did he refer to?</p> <p>"shatter steel" What does shatter mean? What do you usually think of as "shattering"?</p> <p>How does steel compare to glass?</p> <p>"but they" Who is they? Why did they want to "shatter" the United States</p> <p>"cannot dent the steel of American Resolve" What is a dent? What is resolve? How could you dent resolve? How is American resolve different than other country's?</p> <p>As a group, rewrite the George Bush quote in the words that you have come up with to describe each of the phrases.</p> <p>In pairs have students write several sentences about the events of 9-11, what happened and how people acted in an heroic manner.</p>		<p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>

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### Closing

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grae
<b>Lesson Title:</b>	September 11 Review
<b>Focus:</b>	Review—On Being American

**Materials:**

Information about 9-11  
 Fact Cards  
 Vocabulary Cards

### Opening

#### State the objective

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

#### Gain prior knowledge by asking students the following questions

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are three activities for you to choose from:

#### **Pledge of Allegiance (Grades 2-5)**

- Write the Pledge on the board or chart paper. Pay special attention to “liberty and justice for all”. What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.

#### **Letter to The Future (Grades 2-5)**

- Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:
  - Dear Future,
  - When I am an adult I hope that....
  - I hope that we will be more peaceful by...

#### **Quote Book (Grade 2-5)**

- Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a “Quote Book” to commemorate your activity.



Closing	
	Review
Say:	<ul style="list-style-type: none"><li>• Please recap what we did today.</li><li>• Did we achieve our objectives?</li></ul>
Debrief	
<b>Three Whats</b>	
Ask the following three what questions:	
	What was your key learning for the day?
	What opportunities might you have to apply this key learning in the "real world"?
	What advice would you give to a "new" student getting ready to do this activity?

<b>Reflection (Confirm, Tweak, Aha!)</b>
<ul style="list-style-type: none"><li>• Ask students to think about what they did today with the information about 9-11.</li><li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li><li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li><li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li></ul>

**Additional Resources**

**Websites**

**Facts About 9-11 For Kids (EHow)**

This site provides the basic facts regarding 9-11 and is written for kids

[http://www.ehow.com/info\\_7973396\\_september-11-2001-kids.html](http://www.ehow.com/info_7973396_september-11-2001-kids.html)

**A Letter From Laura Bush To Elementary School Children on September 12**

[http://www.classbrain.com/artfree/publish/article\\_235.shtml](http://www.classbrain.com/artfree/publish/article_235.shtml)

**Information and Activities for High School Students 9-11**

[http://essays.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://essays.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm)

**PBS**

This site provides facts and information, as well as lesson plans for youth at every grade level

[www.pbs.org/americaresponds](http://www.pbs.org/americaresponds)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Pick 1
<b>Focus:</b>	Vocabulary, History Review

**Materials:**

Information about 9-11—use information from previous days

Fact Cards—use information from previous days

Vocabulary Cards—create card for the word “rescue”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?

What do you know about what a rescue is?

What are some things that you might need to be rescued from?

Have you ever been rescued? If yes, how did you feel about being rescued?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to revisit the factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.

**\*Activity → Teachable Moment(s) *throughout***

#### Vocabulary

**Word for Today:** rescue

**Description:** Rescue is a word that means to be saved from something. Cats can be rescued from a tall tree, people can be rescued during a flood when the water gets higher, if you don’t have enough money to pay for a purchase you can be rescued by your mom or dad who can give you a loan.

**Brainstorm** a time when you would want to be rescued. Discuss how that rescue might take place. Think about whether or not you would rather be the person who needs to be rescued or the person who is doing the rescuing? Why do you think that?


**Ask** students to share their thoughts with another student.

Review yesterday’s word.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book

## Consult 4 Kids Lesson Plans

<b>Vocabulary Notebook Sample:</b>		
<p><b>New Word</b></p> <p style="text-align: center;">rescue</p>	<p><b>My Description</b></p> <p style="text-align: center;">To take someone or something from a dangerous situation and putting them safe</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">The person was able to rescue the family from the burning building.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<b>Activity</b>		
<p>Review the entire story one more time. After today the activities will involve having an understanding of the entire story. Have students share their thoughts with one another. Ask them to think about the key learnings for them.</p> <p>This is day three of working on one of the options below.</p> <p><b>Option #1:</b> Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).</p> <p><b>Option #2:</b> Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"</p> <p><b>Option #3:</b> Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.</p> <p>Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.</p>		<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Pledge of Allegiance September 11
<b>Focus:</b>	Review—On Being American

**Materials:**

Information about 9-11  
 Fact Cards  
 Vocabulary Cards

### Opening

#### State the objective

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

#### Gain prior knowledge by asking students the following questions

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are three activities for you to choose from:

#### **Pledge of Allegiance (Grades 2-5)**

- Write the Pledge on the board or chart paper. Pay special attention to “liberty and justice for all”. What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.

#### **Letter to The Future (Grades 2-5)**

- Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:
  - Dear Future,
  - When I am an adult I hope that....
  - I hope that we will be more peaceful by...

#### **Quote Book (Grade 2-5)**

- Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a “Quote Book” to commemorate your activity.

Closing	
	<b>Review</b>
Say:	<ul style="list-style-type: none"><li>• Please recap what we did today.</li><li>• Did we achieve our objectives?</li></ul>
	<b>Debrief</b>
<b>Three Whats</b>	
Ask the following three what questions:	
	What was your key learning for the day?
	What opportunities might you have to apply this key learning in the "real world"?
	What advice would you give to a "new" student getting ready to do this activity?

<b>Reflection (Confirm, Tweak, Aha!)</b>
<ul style="list-style-type: none"><li>• Ask students to think about what they did today with the information about 9-11.</li><li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li><li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li><li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li></ul>

**Additional Resources**

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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Quilt
<b>Focus:</b>	Vocabulary, Understanding an Historical Event

**Materials:**

- Information about 9-11—Use from previous lessons
- Fact Cards—Use from previous lessons
- Vocabulary Cards—Create with word “firefighter” vocabulary card

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

- After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?
- What do you know about firefighters?
- What are some things that firefighters do during disasters?
- If you could interview a firefighter, what would you most like to ask him or her?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to revisit the factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.

**\*Activity → Teachable Moment(s) *throughout***

#### Vocabulary

**Word for Today:** firefighter

**Description:** A firefighter is another name for a fireman. These brave men and women try to protect people from the dangers of fire. Firefighters are people who are often the first responders in a disaster. Firefighters wear helmets and heavy clothing to protect them from the flames of a fire.

**Brainstorm** with students times when a firefighter would be the person who should be first on the scene. (house fire, building/business fired, forest fire, rescue efforts especially when a tall ladder is necessary, conducting checks on fire hydrants)

**Ask** students to share their thoughts with another student.


Review yesterday’s word.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">firefighter</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who is professional and trained to put fires out in either populated or forested areas</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">My uncle is a firefighter for the local Fire Department.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Activity

Today we are going to listen to the story of what happened on September 11. Reread the entire story from beginning to end. Stop and ask questions are invite students to comment. Give them opportunities to put their heads together and share the thoughts that are going through their minds.

This is day two of working on one of the options below.

**Option #1:** Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).

**Option #2:** Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"

**Option #3:** Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.

Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?



## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Community Brainstorm
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

Information about 9-11—use information from previous days

Fact Cards—use cards from previous days

Vocabulary Cards—create card for the word “ruins”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

You have completed a project of remembrance. Share your thoughts about 9-11 at this point. What do you know now that you didn't know before? What ideas do you have about the importance of remembering this event? In your opinion, how is it that such an event can hold us all together?

What does the word “ruin” mean? (Students will probably tell you that it means to destroy something—this is the verb, to ruin.) The word ruin can also be a noun. As a noun it means the debris or rubble that is left from something that has been destroyed. Be sure that students understand both meanings. In the story of 9-11, ruin is a noun.

### Content (the “Meat”)

#### Today's Lesson

Today we are going to consider what we could do to provide a service to our community much in the same way as firefighters, doctors, iron workers, and ordinary people provided service on 9-11. You have had the beginnings of this conversation earlier this week.

#### Vocabulary

**Word for Today:** ruins

**Description:** A ruin is the debris or rubble that remains when a building has been destroyed. There are ruins that you can visit because they are historically important—the Coliseum in Rome, the Parthenon in Greece, the site of the Twin Towers. While ruins can be visited you need to be careful because the location can be dangerous.

**Ask** students if they have seen buildings in the community that are ruins—buildings with broken windows, often covered with graffiti, and completely deserted by people. Ask students the difference between a ruin and an unoccupied building.

Review yesterday's word.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

**Vocabulary Notebook Sample:**


**\*Activity → Teachable Moment(s) *throughout***

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for the new word.

Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">ruin</p>	<p><b>My Description</b></p> <p style="text-align: center;">A building that is left over after a disastrous event</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">They went to Rome and saw the ruins of the ancient city.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the first day of the next 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to work to determine which community you want to work with and then what need they have that you might fill. For students in 2<sup>nd</sup> and 3<sup>rd</sup> grade it may be more important that you do something on the school campus or at least close to the school.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address.</li> <li>3. Brainstorm the possible ways that you could help.</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on).</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> </ol>		<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Service Preparation
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

- Information about 9-11—use material already copied
- Fact Cards—use materials already copied
- Vocabulary Cards—create a vocabulary card for the word “brave”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

Talk with another student about the service project you have selected. Talk about how you both think the beneficiary of the service will feel.

What does it mean to be brave?

What have you done that was brave and took a great deal of courage?

If you are brave can you still feel afraid?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to plan and prepare for the service project tomorrow. Take time to plan well. Remember the expression, “Go slow to go fast”. Apply the skill of metacognition and think about how you are thinking or feeling about the planning and the activity that you will be doing tomorrow.

**\*Activity → Teachable Moment(s) *throughout***

#### Vocabulary

**Word for Today: brave**

**Description:** Brave is a word used to describe a behavior that is courageous. Brave people may be afraid but they do not let the fear define their behavior. Instead they act bold and valiant and think of others more than themselves. Brave people often inspire other people to be brave as well.


**Ask** students to think about a time when they behaved in a brave way. Ask them how it felt to be brave. Ask them to share with one another the thoughts that they have.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

**Vocabulary Notebook Sample:**

## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">brave</p>	<p><b>My Description</b></p> <p style="text-align: center;">Acting with courage, doing what you think is right even if you are afraid</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">The firefighter was very brave to enter the burning building.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the second day of a 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to plan and organize that activity that you selected.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> </ol>		<p>You are working on the Day 2 part of the process.</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

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|--|--|
| <ol style="list-style-type: none"> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol> |  |
|--|--|

Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>




<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">danger</p>	<p><b>My Description</b></p> <p style="text-align: center;">Something that creates an unsafe environment or place to be, physically or emotionally</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">He saw the danger sign and went ahead anyway.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the third day of the 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to implement the activity that you selected. You will also take time to reflect on the project when it is complete.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> </ol>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol>	
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### Closing

<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

### Debrief

<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>
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### Reflection (Confirm, Tweak, Aha!)

<ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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