

 **Learning the Story of Galimotos**

| **Introduction**   |
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| My class will take part in a lesson based around Galimotos using the website of *Windows to the World* and our current second grade adopted curriculum. This lesson was tied into our currently adopted reading programs called Fountas and Pinnell. The set focuses on the importance of determination. Galimoto by Karen Lynn Williams is the story from the set by Fountas and Pinnell that I chose to use.  |
| **Indiana Standards Connections:** **Reading & Writing** 2.W.3.2 Write a paragraph or paragraphs on an informational topic or main idea that includes facts and details.2.RL.2.1 Ask and answer questions using text details to show understanding of a fiction text.2.RL.3.1 Describe the overall structure of a fiction story.2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 2. Students will develop language and historical and cultural knowledge that affirm and accurately dese their membership in multiple identity g  | Compelling Question(s):     How does the Galimoto from *Windows to the World* site differ from the galimotos we made in class?How did children gather supplies to make their very own galimoto?How would we go about making our own galimotos today that would differ from the way they did in the story *Galimoto* by Karen Lynn Williams?           |
| **Lesson Objectives:**  2.W.3.2 Write a paragraph or paragraphs on an informational topic or main idea that includes facts and details.2.RL.2.1 Ask and answer questions using text details to show understanding of a fiction text.2.RL.3.1 Describe the overall structure of a fiction story. |
| **Materials**   |
| *Galimoto* by Karen Lynn Williams, pipe cleaners, activities created for writing responses, question sheet from partnered reading text on *Galimoto*, planning sheet to create their own galimotos and the link to the website *Windows to the World* where the Galimoto artifact is listed.  |
| **Learning Plan**  |
| **Activities**  First day, students will be introduced to what a galimoto is and will be introduced to the *Windows to the World* site where the galimoto is listed. Students will be asked what they think about the artifact in groups and will share back thoughts and opinions. Next we will read the book titled *Galimoto* written by Karen Lynn Williams. Students will fill out a short question sheet about the story to assess their comprehension on the topic. Post story, as a class we will review the answers to the questions.Next, students will receive a planning activity sheet to create their very own galimotos. Students will write down what materials they would need and how they are going to use the pipe cleaners they are given to create their very own galimoto.Students will have 20-30 minutes to use their pipe cleaners to create their own galimoto. During that time, students can work together and find the best ways to create their own.After that time is up, as a class we will discuss what worked well and what did not work well. We will also discuss what may work better the next time this lesson is done. Finally, students will summarize their experiences and discuss how their galimotos differed from the galimoto in the story by Karen Lynn Williams and the Windows to the World artifact of the galimoto.  |
| **Assessment Suggestions**    You can use the paired question activity over the story Galimoto by Karen Lynn Williams and the summary about the experience for comprehension checks.    |
| **Extensions**   You can have students use recycled materials around their homes or have them look for pieces that may work better than the pipe cleaners we used. Something suggested that I could do is start collecting recycled materials so my students will have that for future lessons.    |