

# Teaching Cub Reporter Meets Famous Americans



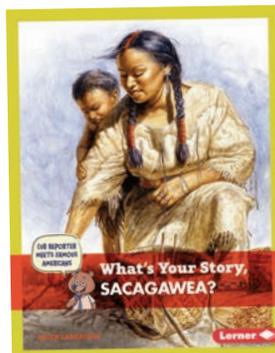
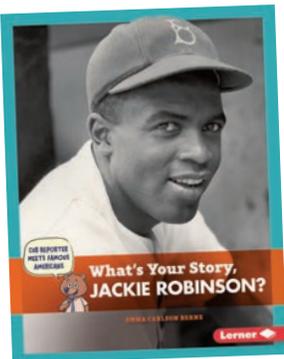
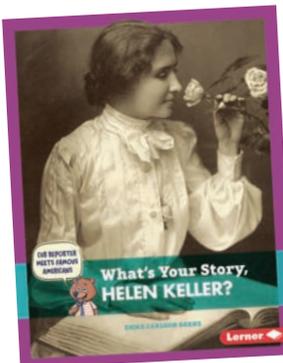
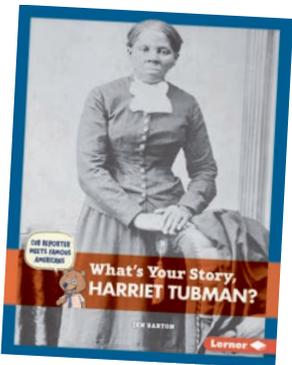
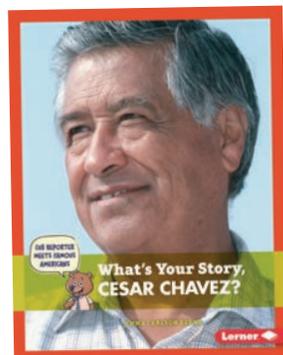
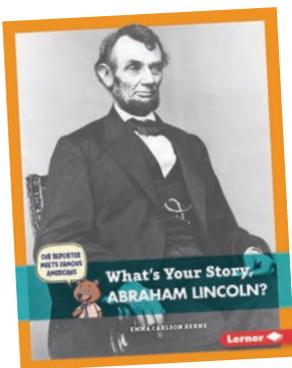
Interest Level: Grades K–3

Reading Level: Grade 2

LERNER  SOURCE™

## Titles in this series:

Go to [www.lernerbooks.com](http://www.lernerbooks.com) for a complete list of books in the *Cub Reporter Meets Famous Americans* series.



## Standards

### National Curriculum Standards for Social Studies

- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

### Common Core State Standards

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## Multiple Intelligences Utilized

Interpersonal, intrapersonal, linguistic

# Lesson 1

## Asking Questions

### Purpose

Students will identify and write who, what, when, where, and why questions.

### Materials

- Cub Reporter Meets Famous Americans series
- Asking Questions p. 6

### Pretest

- What is a question?
- How can you tell when someone is asking a question?
- What does your voice sound like when you're asking a question?

### Pre-Read

- Ask students several yes or no questions. Then ask students open-ended questions beginning with who, what, when, where, and why.
- Which questions had longer answers?
- Which questions helped you learn more?
- Why do you think you gave longer answers to some questions?
- How were the questions different?

### Read

- Choose a book from the Cub Reporter Meets Famous Americans

series to read aloud to your students.

- Ask students to watch and listen for questions in the book. When they hear the Cub Reporter ask a question in the text, students should raise their hands. Stop to write down questions from the text on the board.
- When you finish reading, ask these questions:
  - What do these questions have in common? What words do they use?
  - Did the famous American give long or short answers? Why do you think that is?
  - Which questions and answers help us learn more—questions that give short answers or questions that give long answers? Why?
- Explain to students that good questions can lead to good answers. The better questions you ask, the more you can learn!

### Model

- Display the question stems who, what, when, where, why, and how

on the board. Leave space to write several example questions under each stem.

- Tell students that the class will be brainstorming good questions to ask the famous American.
- Model how to think of a question for each question stem. Write down your questions on the board.
- Then call on students to share more questions for the famous American.

### Practice

- Pass out Asking Questions p. 6. Ask students to come up with at least one question for each stem.

### Discuss

- What questions did you come up with?
- What stems did you use to write your questions?
- What was hard about this activity?
- What was easy about this activity?

### Evaluate

- Evaluate students' discussion responses and Asking Questions pages for understanding.

## Lesson 2

# Character Traits

### Purpose

Students will identify their own character traits and the traits of a famous American.

### Materials

- Cub Reporter Meets Famous Americans series
- Character Traits p. 7

### Pretest

- What is a character trait?
- What are feelings?

### Introduction

- Write a few of your own character traits on the board. Ask students to help you think of more words that describe who you are.
- Then tell students a story about a time you were especially angry, sad, or upset. Use this story to explain the difference between feelings and character traits. Character traits are the ideas and actions that make up our

personalities. Feelings are emotions that only last for a short time.

### Read/Model

- Read aloud a book from the Cub Reporter Meets Famous Americans series.
- When you finish, begin a list of character traits that the famous American has. After a few examples, call on students to add things to the list.
- You may also choose to start a list of the famous American's feelings to show the difference between feelings and traits.

### Practice

- Next, pass out Character Traits p. 7. On this page, students will draw a picture and make a list of their own character traits.

- Before the class begins working, choose one student. Ask the class to share character traits that this student possesses, such as humor, friendliness, or honesty.
- Then allow students time to brainstorm their own character traits.
- Monitor student work to ensure students understand the difference between traits and feelings.

### Extend

- Ask students to compare and contrast their own character traits with the traits of a famous American from the Cub Reporter series.

### Evaluate

- Review Character Traits p. 7 for understanding.

## Lesson 3

# A Changing World

### Purpose

Students will identify ways that rules and ideas change over time.

### Materials

- Cub Reporter Meets Famous Americans series

### Introduction

- Bring in old ways to play music, such as records and a record player, cassette tapes and a tape deck, and CDs and a CD player.
- Ask students to share what they use to listen to music. Then show them the old music players.
- Tell students that over time, technology changes.
- Call on volunteers to share their current bedtimes. Then ask if they had the same bedtimes when they were younger. Ask if they think they'll have the same bedtime when they are in high school.
- Explain that just like technology, rules can change too.
- Finally, share outdated ideas or social rules with students. For example, it was once very unusual for women to wear pants.

- Tell students that in this lesson, they will be looking for ways that the world has changed over time.

### Read

- Read aloud a book from the Cub Reporter Meets Famous Americans series.

### Discussion, Part 1

- Ask students to think about how things have changed since the life of the famous American the students just learned about. List a few major rules, ideas, or products that have changed significantly. Then call on students to share other rules or ideas that have changed.
- After the class has considered how the world has changed, begin talking about how the famous American helped cause this change.

### Ask:

- What did the famous American do

to help change the world?

- What ideas did the famous American change?
- What rules did the famous American change?
- What did he or she do to change them?

### Discussion, Part 2

- What is a rule that you think should change?
- What is an idea that you think should change?
- What can you do to help change that rule or idea?

### Apply

- Ask students to write down the rule or idea that they would most like to change. Then ask them to list three or more ways they are going to help change that rule or idea.

### Evaluate

- Read and review students' ideas for change.

## Lesson 4

# Interview Project

### Purpose

Students will learn about the past and practice their questioning skills while interviewing adults.

### Materials

- Cub Reporter Meets Famous Americans series
- Interview Project p. 8

### Pretest/Review

- What is an example of a good question?
- What words do we use to ask good questions?
- How is the past different from the present?
- How can we learn about the past?
- Who can teach us about the past?

### Read/Review

- Read aloud a book from the Cub Reporter Meets Famous Americans series.
- Ask students to find the questions within the book. Then ask students to come up with a few of their

own questions for the famous American.

### Model

- Explain that each student will be interviewing an adult (a family member or family friend) to learn more about the past.
- Choose a student volunteer to help you demonstrate good interviewing techniques.
- Sit across from the student. Show students how to ask questions, listen, and record answers.
- Ask students to identify skills you showed during the interview. Then switch roles with the volunteer and allow the student to interview you.

### Project

- Ask students to think about questions they want to ask adults.
- Pass out Interview Project p. 8. As

a class, brainstorm a few questions for the students to ask. Write ideas on the board.

- Allow students to come up with their own questions. Students should write these on their Interview Project sheets.

### Presentation

- Outside of class, students should interview an important adult in their lives. After the interview, they should organize the information that they learned into a two- to three-minute presentation.
- Hold a presentation day to allow students to share their new knowledge about the past.

### Evaluate

- Evaluate students' completed Interview Project sheets for comprehension and completion.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Asking Questions

Who

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What

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When

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Where

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Why

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How

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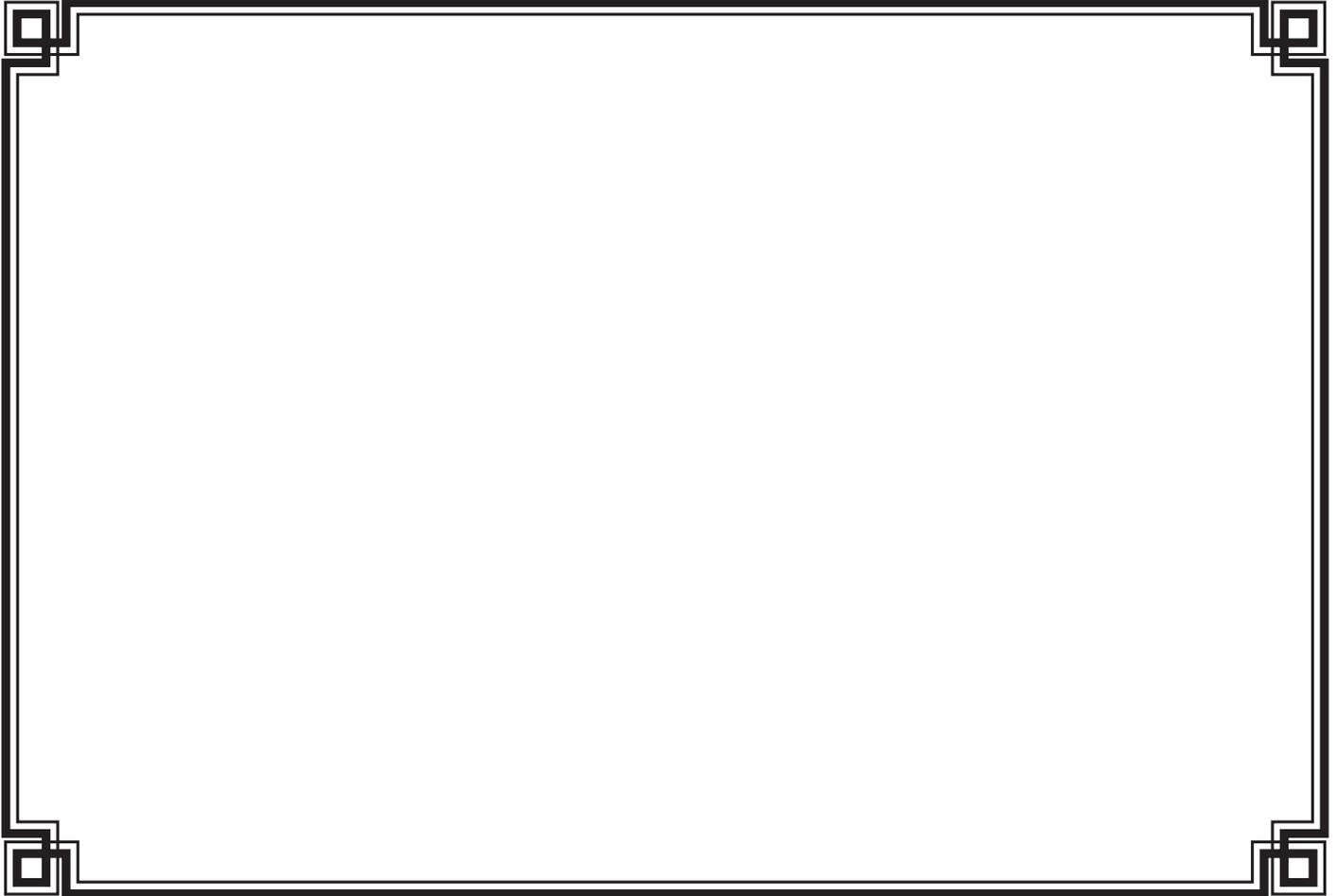
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Name \_\_\_\_\_

Date \_\_\_\_\_

## Character Traits

Draw a picture of yourself.



Make a list of your character traits.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Interview Project

Name of person you're interviewing \_\_\_\_\_

Interview questions:

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After you've finished your interview, prepare a two- to three-minute presentation for the class.

In your presentation, tell the class the following:

- Who you interviewed
- When they were born
- What the world was like when they were young
- How the world is different now
- What ideas or rules have changed since they were young
- What character traits you think this person has