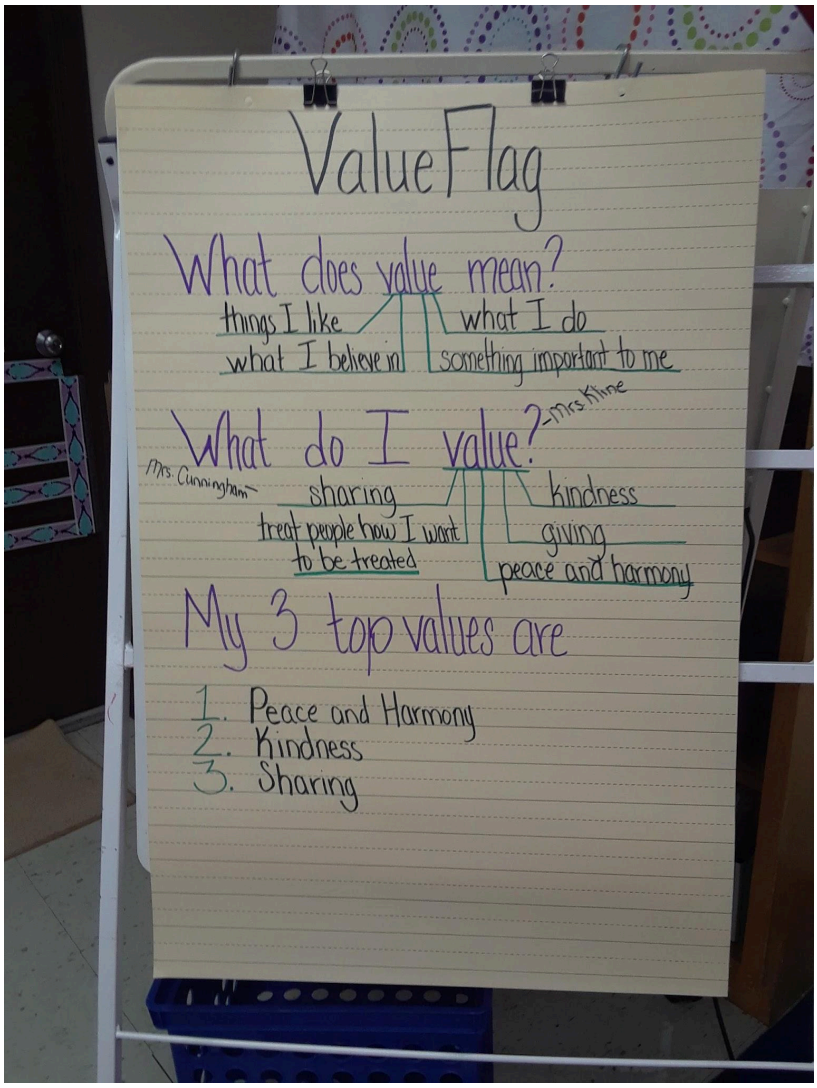
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EXAMPLES OF SEQUENCING & CONTENT FOR DREAMLINE LESSONS

SOURCE:	Shannon Kline, Anson Jones Elementary School, Dallas, Texas, USA
GRADE LEVEL(S):	2 (age 7-8) - can be modified to any grade/ability level
LESSON CONTEXT:	Creating the writing for Dreamline Banners the week before the US Martin Luther King, Jr. holiday in January.
SEQUENCE:	VALUE LESSON Week before- values lesson. Objective: Students identify and write 3 values important to them. Lesson: Before students can identify values they must understand what values are. Brainstorm the definition of values with the entire class to come up with framework of how to identify personal values. Model how using the definition of values helps to determine what values you hold. Then after thinking aloud your thought process share your values with the class on an anchor chart. Finally, think aloud how you would choose your top three values and why out of all the values you have those three are the most important to you. As you think aloud write the top three on the anchor chart. In writing journals have students use the same process to identify the three values that are most important to them. While the value banner will show a list of the top three values you can continue to extend the lesson by having your students write about and explain their values in paragraph form and publish the writing to display in the classroom. See the picture below.



DREAM LESSON
The dream lesson will take longer to complete and can be done over the course of a week. Below is the sequence of developing a dream over a week-long period of time. The goal is to have the published dream written out on paper by Friday so that it is then ready to transfer to the dream banner.

Lesson Sequence:
Monday - Read and talk about MLK. Students will be able to use the book and discussion as a mentor text to help them develop their own thoughts and writing. The discussion should include talking about what

	MLK's dream was, the importance of having a dream, how his dream changed things and how others were able to grow his dream. Tuesday – Brainstorm student dreams. Review what you talked about concerning MLK and his dream. Then pose the question: "If you could have a dream come true what would that dream be?" Allow the students to ponder the question as you write it on a piece of chart paper. Use any type of graphic organizer you would like on the chart paper to have a class brainstorm of the different dreams the students thought about. This allows for students that struggle to get ideas and it also helps to get their creativity going when they can peer share the brainstorm. Then model a sequence to the dream (dream, who it helps, what it does, how I can make it happen). Once you model your own dream on the chart paper, have the students start their own brainstorm in their writing journals. This will allow them to not only express what their dream is but why it is important. Wednesday – Begin Poems. Have examples of different types of poems available. Review any types of poetry you have already taught. Have the students use their brainstorm to start developing their poem. You can use the brainstorm example you did on chart paper the previous day to model how you would start to develop your own poem. Thursday – Continue developing the poem. Have students continue their work from the day before. Conference individually with students to help them in the process of making their poems. You can offer revising and editing guidance or ask guiding questions if students seem to be stuck. Some students will have finished the first day or quickly the second day of drafting the poem. Go over final edits with these students and then ask them to help others as peer partners. Friday – Finalize poems and allow the students to publish a final draft. By Friday students should have the final draft. Allow students to rewrite the draft into a published form on paper. This allows for students to get comfortable publishing the final product before it is put on the dream banner. As you wrap up the week talk about how there is no school on Monday in honor of MLK and how our dreams can impact an entire nation or even the world.

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	Notes: Questioning and discussion when developing dreams is essential! We will talk about how his dream changed so many things. This will help our students to start thinking of things they would like to see change or their own dreams. Then we can use the questioning below to help them brainstorm the idea for their dream poem. The Dreamline Banners will be an extension of the values in poetry. Questions to consider when developing the poem are: 1. How can you impact your family? (first to go to college, first to start a business...something along those lines) 2. How can you impact your community? (be a police officer and fight crime, be a doctor and heal, be a teacher and educate) 3. How can you impact your country? (politician, researcher, engineer) 4. How can you impact the world? (stop pollution, work for world peace through kindness, etc) The students can pick any of these categories and base their dream flag in that. Teachers can make it grade level/student level appropriate. It can be any type of poetry. Once brainstorming is done and students begin writing they can develop their poems in small group during writing center as well to help with time. Creating the banner: Students create art on cloth with paint, then transfer words onto in in later lessons in small group rotations. 2nd grade flags will be complete by the end of February  and ready to be displayed around our community.