

## LESSON PLAN STUDY

Student Teacher \_\_\_\_\_ Supervising Practitioner \_\_\_\_\_

Grade: Kindergarten School \_\_\_\_\_ Date \_\_\_\_\_

LESSON INFORMATION			
Subject	Literature		
Topic or Unit of Study	Holidays		
Sequence in Unit			
Instructional Group			
Whole group: x	Small group: _____	One-on-one: _____	Other: _____

Stage 1 - DESIRED RESULTS SEE BRAVERY Unit on GC	
CONTENT STANDARDS (ESTABLISHED GOALS)	<p>Identify the specific Framework with publication date, learning standard(s), &amp; concepts and skills</p> <p>STE Example</p> <p><b>ELA</b></p> <p><u>Integration of Knowledge and Ideas</u></p> <p>1.) <a href="#">CCSS.ELA-LITERACY.RL.K.7</a> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>2.) <a href="#">CCSS.ELA-LITERACY.RL.K.9</a> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>3.) <a href="#">CCSS.ELA-LITERACY.SL.1.5</a> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>History</b></p> <p><u>Shared Traditions</u></p> <p>3-11 Describe how some days, called civic holidays, are special because they celebrate important events or people in history</p> <p>3-12 Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.</p>
ESSENTIAL QUESTIONS/ ENDURING UNDERSTANDING	<p>(Students will understand the broad topic/content or theory well enough to respond to the following Essential Questions)</p> <ul style="list-style-type: none"> <li>- what are readers thinking about as they read?</li> <li>- what are the benefits of reading?</li> </ul>

(SMK)	<ul style="list-style-type: none"> <li>- how does reading influence us?</li> <li>- how do readers prepare for reading?</li> </ul>
Prerequisite Knowledge Understandings	-general understanding of the holidays they celebrate -know that other holidays exist even if they do not know what they are about
Essential Vocabulary and Definitions	<ul style="list-style-type: none"> <li>- sawmill-a factory in which logs are sawed into lumber by machine.</li> <li>- christmas-the annual Christian festival celebrating Christ's birth, held on December 25 in the Western Church.</li> <li>- glimmering-shine faintly with a wavering light.</li> <li>- heritage- beliefs and ideas passed on to a person by birth</li> <li>- tradition-the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.</li> <li>- holiday- a day of festivity or recreation when no work is done.</li> </ul>
INSTRUCTIONAL OBJECTIVES Standard 1.a Essential Element 1.a.4	<p>Mastery Objective - SWBAT (Student Will Be Able To)</p> <ul style="list-style-type: none"> <li>- differentiate holidays and their traditions, along with their culture</li> <li>- recognize their own family traditions</li> <li>- understand the importance of their own traditions, as well as others'</li> </ul>
LANGUAGE OBJECTIVE WIDA Standards Standard 1.a, SEI a Essential Element 1.a.4	(Include plans to support comprehension for ELL)
Related Misconceptions of Content (SMK)	<ol style="list-style-type: none"> <li>1. St. Patrick's Day is an Irish holiday because St. Patrick was Irish.</li> <li>2. Thanksgiving is held in late November because that is when it was first originally held.</li> <li>3. Christmas is on December 25th because that is the day that Jesus was born</li> <li>4. The dreidel was invented for Hanukkah.</li> </ol>

<b>Stage 2 - ASSESSMENT EVIDENCE</b> <i>(Evidence of Assessment that guides instruction)</i>	
<b>Description of Assessment Prior to Lesson</b>	
Pre- Assessments	Analyze results of data and evidence from prior assessments (Look for issues, patterns, concerns, that the data suggests.)
<b>Description of Assessment Tasks/Tools to be Used for this Lesson</b>	

<b>Standard 1.b Essential Element 1.b.2</b>	
Performance task(s) to demonstrate understanding	Make their own personal Christmas Tree or Menorah and decorate it with ornaments that demonstrate the holidays that their families celebrate. The have them fill out a worksheet discussing what their traditions are
Criteria to assess understanding	
Other Evidence (quizzes, tests, homework, journals, observations, student self-assessment)	Attach a rubric or other assessment tool for evaluating student's understanding.

<b>Stage 3 - Learning Plan</b>	
<b>LESSON DELIVERY - INSTRUCTIONAL STRATEGIES &amp; TIME FRAME</b>	
Material and Resources MStandard 2.a and 2.d Essential Element 2.1.3 asnd 2.d.2	<ul style="list-style-type: none"> <li>- cardstock</li> <li>- colored pencils</li> <li>- scissors</li> <li>- glue sticks</li> </ul>
Identify Technology or Media to be used	<ul style="list-style-type: none"> <li>- cameo</li> <li>- google for images</li> </ul>
Resources and/or Feedback from Colleagues, Families and Community Engaged to Enhance Learning	<ul style="list-style-type: none"> <li>- Dear Family,</li> </ul> <p>Our class is starting to learn about different holidays celebrated by all different cultures and religions. My teacher said we're going to get to do hands-on art projects to gain a better understanding of the holidays. We get to be artists!</p> <p>These are the main holidays of our unit.</p> <ul style="list-style-type: none"> <li>- Christmas, Easter, Hanukkah, Kwanzaa, St. Patrick's Day, Groundhog Day, and Halloween, Thanksgiving and Valentine's Day</li> <li>-</li> </ul> <p>Here are a few fun ways you can help me at home.</p> <ul style="list-style-type: none"> <li>- Talk about your traditions with your children and what you did when you were younger</li> <li>- Discuss why you celebrate the holidays that you do</li> </ul>
Role of Support Personnel during lesson	<ul style="list-style-type: none"> <li>-back-up support</li> <li>-help answering questions in the classroom</li> <li>-work one-on-one with students that have IEPs or need extra help</li> </ul>
Classroom Management, Classroom Routines, Transitions and Layout Considerations Needed for This Lesson	It is necessary for the trees and menorahs to be pre-cut for the students and displayed on a table for the children to grab. Along with that, the ornaments should also be cut out ahead of time. All materials that the students will need should be laid out and organized in a way that will be best for them.

<p>Standard 2.b, 2.f and SEI d Essential Element 1.a.4, 2.b.1, and 2.a.3</p>	
<p><b>DIFFERENTIATED INSTRUCTION</b>  <b>Learner Factors</b> (What will you do to allow students with different strengths, abilities, learning styles, disabilities, and second language acquisition to access the curriculum?) Refer to Diverse Learners Resource List below.</p> <p>It is a first step in a progression for kindergarteners to learn how to complete an activity and then relate it back to themselves. The teacher must be intentional about providing the student discussion time before and after reading the books. Trees, menorahs and ornaments need to be out before the start of class.</p>	
<p><b>Differentiation</b></p>	<p>(tailoring instruction to meet individual student needs)</p>
<p><b>Accommodations</b></p>	<p>(approaches for responding to learning needs of students with and without abilities)</p>
<p><b>Modification</b></p>	<p>(changes in the objective or learning goal)</p>
<p><b>PROCEDURE</b></p>	
<p>Motivation and Introduction (Hook)</p>	<p>What holidays do you and your family celebrate? Which holiday is your favorite and why? Today we are going to read a book about picking out a Christmas tree and then you all are going to decorate your own with symbols representing all different holidays. You will see throughout your class some will differ and that is something we will get to look at later on!</p>
<p>Written/Verbal Learning Objectives Communicated to the Students in Student Friendly Language</p>	<p>pick 1 standard in kids words</p> <ul style="list-style-type: none"> <li>- What is a holiday? <ul style="list-style-type: none"> <li>- discuss with the class</li> </ul> </li> <li>- What are some holidays that you celebrate? <ul style="list-style-type: none"> <li>- give some examples of holidays that were not stated in the discussion</li> </ul> </li> <li>- what are some things you do to celebrate those holidays? <ul style="list-style-type: none"> <li>- explain what you do so that the children have a better idea of what you are looking for</li> </ul> </li> </ul>

<p>Lesson Components/Developmental Activities (Step by Step Plan)</p>	<ol style="list-style-type: none"> <li>1. Start off reading the book “The Finest Christmas Tree” by John and Ann Hassett.</li> <li>2. Show students a bundle of books about Holidays to give them background on what this lesson is going to be about.</li> <li>3. Set up stations</li> <li>4. Station 1 will have all the books and resources they need to learn about the different holidays we discuss.</li> <li>5. Station 2 will have the trees, menorah, etc and all of the coloring necessities to make art projects.</li> <li>6. Station 3 will have the glue sticks and any extra materials the students may need to finish the art project.</li> <li>7. When the students finish we will do sharing time so each student has a chance to show what they put on their tree/menorah etc and talk about their family traditions.</li> <li>8. Art projects will then be hung around the room for the duration of the year while these holidays occur.</li> <li>9. Homework assignment will be to fill out a worksheet that has students describe their favorite tradition they do with their families.</li> </ol>
<p>Cognitive Closure of Lesson/Student Reflection on Lesson</p>	<p>The discussion on what was learned, go through the SWBAT to show what we learned Show similarities and differences between everyone's art project and what holidays they celebrate.</p>
<p>Homework or Home Connection</p>	<p>Each student will be sent home with a worksheet called, “My Family’s Traditions”. We will ask the parents to sit down and help their children write about what holiday they celebrate since they are just learning to write. Then we ask that the parents allow their child to draw a representation of what they wrote.</p>