

Lesson Plan #7

General Information

Name: Alison Deringer

Grade: Grade 1 (1A & 1B)

Age of students:

Number of students:

6 - 7 years old

14 (1A) & 13 (1B) students

Lesson Details

Title of lesson: I am Special

Brief description:

The students will listen to the storybook *Spoon* by Amy Krouse Rosenthal and Scott Magoon. They will discuss what makes them special. The students will create a sentence about what they like about themselves using their knowledge on sound and print connections. The students will make themselves as a spoon, fork or knife. This lesson will be done in several sections.

Inspiration:

Parts of this activity was inspired by TeachersPayTeachers creator Education with an Apron in their activity *Black History Month in Kindergarten!* Their lesson on the storybook *Spoon* by Amy Krouse Rosenthal and Scott Magoon and making spoon people made me reflect on how to adapt the lesson for my students (i.e., writing component).

Prior experience/knowledge required:

The students will need phonemic awareness (understanding of sound to print connections), as well as understanding of sentence structure. The students will also need understanding of kindness and self-awareness.

Materials/resources:

- Storybook *Spoon* by Amy Krouse Rosenthal and Scott Magoon
- *I am Special* Writing page (Appendix A)
- SMARTboard
- Dictionaries
- Wooden spoons, forks and knives
- Construction Paper
- Hot glue gun with glue
- Students markers and pencils
- Pom poms, pipe cleaners, googley eyes

Organization of space:

During the reading of the storybook, the students will be in the reading area. **During the reflective process and writing process, the students will be sitting at their desks/tables.** While making themselves as a utensil, they will be at their desks as well.

Students are invited to stand if they feel more comfortable doing so. In each class, two students sit at the barstool area, one student has the class rocking chair, two students are invited to use the lap trays and scoop chairs, and one student has the chair pillow at all times throughout the day.

Transitions:

Section 1:

Before the lesson, the students will be returning from recess. They will be invited to do a GoNoodle. After the lesson, the students are encouraged to get into their snow suits to get ready for lunch time.

Section 2:

Before the lesson, the students will be returning from recess. They will be invited to do a GoNoodle. After the lesson, the students will be cleaning up their desks and areas to prepare for the next activity.

Targeted Professional Competency

4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

Curricular Competencies, Objectives, and Assessment Plan

Targeted Curricular Competency and Feature	Objectives	Evidence that the Objective has been met	Assessment
English Language Arts Competency 2 – To write self-expressive, narrative and information-based texts. Key Feature – To use writing as a system for communicating and constructing meaning.	The students will use writing to express ideas, thoughts, experiences, and/or feelings.	The students might write about a talent they enjoy. The students might write about a hobby. The students might write about an activity they like. The students might talk about their family and/or friends. The students might talk about a passion. The students might talk about a personal trait.	The students will be evaluated for this assignment. The objective will be assessed using a rubric (Appendix B). The rubric will explore effort in understanding the concepts of expressing themselves.
English Language Arts Competency 2 – To write self-expressive, narrative and information-based texts.	Students will apply proper sentence structure with teacher prompting.	The students might start with a capital. The students might use spaces between their words.	The students will be evaluated for this assignment. The objective will be assessed using a rubric (Appendix B).

Key Feature – To follow a process when writing.		The student might use a period at the end of their sentence.	The rubric will explore punctuation used by the students.
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Procedure

Introduction

To begin the lesson, the students will have the opportunity to listen to the storybook *Spoon* by Amy Krouse Rosenthal and Scott Magoon.

- The students will be encouraged to ask questions throughout the reading.
- The students will be invited to answer prompts and questions about the actions and characters in the book.
 - Why is Spoon upset?
 - What is different and unique about fork/knife/chopsticks/spoon?
 - Is it okay to be different and unique?

Development

The students will have the opportunity to discuss things they love about themselves.

- The students will be encouraged to discuss personal traits, hobbies, talents, activity, likes/dislikes, family/friends, passions, and more.
- They will be encouraged to find words to describe what is special about themselves. New words that they come up with will be added to the SMARTboard words (ex. karate).
- The students will be introduced to the following words on the SMARTboard:

I				
like	enjoy	to	the	is
smart	build	do	my	not
hugs	caring	helpful		smile

- The students will be invited to follow by speaking with the teacher each word on the SMARTboard by pointing to the word (sitting at their place).
- The students will then have the opportunity to explore the dictionary that they are familiar with.
 - The students will be introduced to the table of contents help them find words they want to use.
 - The students will look at the pages 30-36 to explore action words and verbs to help them begin their sentences.

The students will be given the opportunity to write an affirming sentence about what makes them special.

- The students will write about their unique ideas about what they love about themselves (personal trails, hobbies, talents, activity, likes/dislikes, family/friends, passions, etc.).

- They will be reminded to use a capital, spacing, and periods throughout the lesson.
- They will be invited to use the words on the SMARTboard and in the dictionary.

Conclusion

To conclude the lesson, the students will create their unique self as a spoon, knife or fork.

- They will use wooden utensils and craft supplies to create themselves.
- They will then glue their sentence and utensil-self on a construction paper.

Accommodations/Modifications

In Group 1A:

- Student AW will use the lap tray and scoop chair to help him focus on the task.
- Students ZY, MS and AN will require close assistance to associate the sounds with letters (one-on-one attention from teacher).
- Student MS, ZY, AO and AW will need a check list to be reminded of tasks asked (Appendix C).

In Group 1B:

- Student KE will stand to give him the opportunity to get some energy out during the assignment.
- Students JY, EO and AN will require close assistance to associate the sounds with letters (one-on-one attention from teacher).
- Student JY and AN will need a check list to be reminded of tasks asked (Appendix C).

Appendix

Appendix A

I am Speacial

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.

I am Speacial



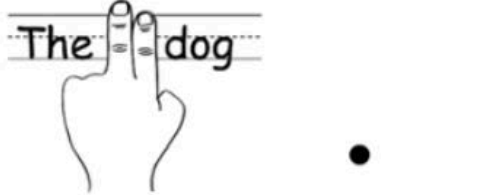
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.

Appendix B

Blank Rubric

<i>I am Special Activity - Writing Evaluation</i>					
The student listened to the storybook <i>Spoon</i> by Amy Krouse Rosenthal & Scott Magoon. They wrote about what makes them special and unique.					
	1	2	3	4	5
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none">- The student used capitalization.- The student included proper spacing between words.- The student used a period at the end of the sentence.- The student matched the letter sounds to the proper letter.- The sentence is complete and makes sense.- The student used the action and sight words on the SMARTboard and the words in the dictionary to write their sentence.					
<p style="text-align: center;">Effort</p> <ul style="list-style-type: none">- The student tried to write the words clearly.- The student used a relevant topic (relating to something unique about themselves).- The students stayed on task when working.					

Appendix C

1) Listen	
2) Write	
3) Use spaces	
4) Draw with Pencil	