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| Large Group Lesson Plan: Chrysanthemum | | | |
| **Teacher Name** | **Miss Davies** | **Date** | **September 23, 2015** |
| **Subject Area** | **🡪 Early Literacy**  **🡪 Creative Expression** | **Grade** | **Kindergarten** |
| **Title** | **My name is unique!** | **Time** | **Wednesday**  **AM: 10:15-11:15**  **PM: 2:10-3:10** |
| **General Learner Outcome(s)** | **EARLY LITERACY**  GLO: Comprehends and responds personally and critically to oral, print, and other media texts  GLO: Manages Ideas and Information  **CREATIVE EXPRESSION**  GLO: The child explores self-expression through creative thought and through language, art, movement, music and drama  **PERSONAL AND SOCIAL RESPONSIBILITY**  GLO: The child accepts and practices responsibility  GLO: The child develops positive attitudes and behaviors toward learning  GLO: The child contributes to group activities  **PHYSICAL SKILLS AND WELL BEING**  GLO: The child develops fine motor and perceptual motor skills through participation in a variety of activities  **CITIZENSHIP AND IDENTITY**  GLO: K.1 Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity  GLO: Skills and Processes. Social Participation as a Democratic Process  **ENVIRONMENT AND COMMUNITY AWARENESS**  GLO: Uses materials in the environment and community and becomes aware of how others use materials | | |
| **Specific Learner Outcome(s)** | **EARLY LITERACY**   * Experiences various texts: participates in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs * Experiences various texts: listens and views attentively * Uses comprehension strategies: asks questions and makes comments during listening and reading activities * Uses phonics and structural analysis: begins to make connections among sounds, letters, words, pictures and meaning * Uses references: copies scribed words and print texts to assist with writing * Focuses attention: attends to oral, print, and other media texts on topics of interest * Focuses attention: makes statements about topics under discussion * Records information: represents and talks about ideas and information; dictates to a scribe   **CREATIVE EXPRESSION**   * Explores and express ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement * Experiments with a variety of art materials to create two and three dimensional forms   **PERSONAL AND SOCIAL RESPONSIBILITY**   * Follows directions of the teacher and other school staff * Participates actively in learning tasks * Identifies and begins to demonstrate effective listening * Expresses preferences, and identifies personal likes and dislikes * Listens to peers and adults * Takes turns in activities and discussions   **PHYSICAL SKILLS AND WELL BEING**   * Develops perceptual-motor skills through activities involving eye-hand coordination; e.g., looking at picture books, stringing beads, cutting, pasting, drawing and collage work   **CITIZENSHIP AND IDENTITY**   * What are my gifts, talents, interests and characteristics? * How do my gifts, talents, interests and characteristics make me a unique individual? * Demonstrate a willingness to share space and resources   **ENVIRONMENT AND COMMUNITY AWARENESS**   * Uses simple tools in a safe and appropriate manner * Recognizes the need to care for materials without wasting them | | |
| **Student Learning Objectives** | * Students will participate to group discussions * Students will recognize how to treat others * Students will follow directions of the teacher and other school staff * Students will demonstrate perceptual-motor skills through cutting and pasting activities | | |
| **Assessments** | * Observations and anecdotal notes * Checklist of outcomes * 4-3-2-1 self assessment to determine understanding of craft instructions | | |
| **Materials** | * “Chrysanthemum” by Kevin Henkes * Chart paper and markers * Scissors * Glue * Pencil crayons/crayons * Bows * Chrysanthemum template * Pencils * Pencil grips * Name cards | | |
| **Key Terms** | * Chrysanthemum: a type of flower * Unique: being special and one of a kind * Wilted: collapsed, like a flower that hasn’t had enough water * Perfect: the best, amazing * Dreadful: awful * Jealous: envious of someone else | | |
| **Differentiation** | * Place name cards at each table for seating plan * Provide extra assistance with cutting to ensure that students are utilizing the correct grip of scissors. Remind students of the thumbs up alligator! When using their scissors. * Provide pencil grips for students when necessary | | |
| **Learning Resources** | * “Chrysanthemum” by Kevin Henkes * Kindergarten program statement * Hanen Learning Guides * First Grade Wow Blogspot:   http://firstgradewow.blogspot.ca/2012/07/chrysanthemumwhat-perfect-name.html   * Thumbs up alligator scissors grip: http://www.sightandsoundreading.com/how-to-hold-scissors/ * Scholastic Canada: http://www.scholastic.com/browse/collateral.jsp?id=32395 | | |
| **Introduction** | * Gather students at the carpet to begin the large group activity * Introduce the book Chrysanthemum by showing the cover to the students * Read the title to the students and ask for hands up if the students have a guess for what a chrysanthemum is. Explain that it is a kind of flower and it is also the little mouse’s name in the story * Ask the students what they think about their own names and why they like them? Dislike them? * Allow the students to make predictions about what they think the story will be about based on the picture on the front cover | | |
| **Body** | Read the book Chrysanthemum:   * Pause to discuss unfamiliar words when necessary (Use Hanen SSTaRs strategy: stress the new words, show the meaning, tell children something about the meaning of the word, relate it to the children’s experiences and say the word again throughout the lesson)   After reading:   * How did Chrysanthemum feel about her name at the beginning of the story? * What happened in the story to change Chrysanthemum’s feelings about her name? * What happened at school to help Chrysanthemum feel good about her name again? * How do you think Chrysanthemum felt when her classmates teased her about her name? * Think-pair-share: How do you think Chrysanthemum felt when Miss Twinkle told the class how much she loved the name “Chrysanthemum” * Discuss how Chrysanthemum’s name is unique just like all of our names are unique and perfect for each of us.   Activity:  Introduce the craft for Chrysanthemum by showing students an exemplar. Inform students of the steps and record them on a piece of chart paper:   * Cut out Chrysanthemum’s face and her two ears * Color the insides of chrysanthemum’s ears and nose pink * Glue the ears to the face (model the correct way to glue the ears) * Glue a bow of your choice in between Chrysanthemum’s ears * Fill in sentence strip “I think the name \_\_\_\_\_\_\_\_\_\_ is perfect!” * 4-3-2-1 assessment for if students know just what to do when starting the craft * If not all at a 4, have students repeat the directions back to me for clarification * Call the students to the tables by the letter of their first name and allow them to get to work * Remind students of the thumbs up alligator method when using their scissors   Create a class bulletin board: *I think the name \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is perfect!* | | |
| **Closure** | ***Assessment for Learning/Feedback from Students:*** Ask the students: 1. Thumbs up or down if they liked the story? 2. What is one thing they learned from the story?  ***Assessment of Learning:*** No summative assessment  ***Feedback to students:*** Positive acknowledgement of how hard the students worked today and how great their crayons look.  ***Transition to next lesson***: Remind students to clean up craft supplies and tuck in all chairs at the tables. Students can hand in their crafts to the hand in bin and read (to self) at the carpet. Once over half of the students have completed the craft I will read a story on the carpet. Allow the students who are still working to listen to the story while they complete their work and then they can join us on the carpet. When the story is done we will remain on the carpet and transition into our next lesson. | | |

I think the name

\_\_\_\_\_\_\_\_\_\_\_\_ is perfect!