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| The Crayon Box that Talked Full Group Lesson Plan |
| **Teacher Name** | **Miss Davies** | **Date** | **September 9, 2015** |
| **Subject Area** | **🡪 Early Literacy****🡪 Creative Expression** | **Grade** | **Kindergarten** |
| **Title** | **We are the same, we are different** | **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 textsGLO: 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 learningGLO: 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 identityGLO: 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
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| **Student Learning Objectives** | * Students will recognize the ways in which they are similar to their classmates
* Students will recognize what makes them a unique individual
* Students will participate actively in class discussions
* Students will follow directions of teacher and other school staff
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| **Assessments** | * Observations and anecdotal notes of student participation
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| **Materials**  | * Crayons
* Pencils
* Markers
* Crayon pattern (printed on white paper)
* “The Crayon Box That Talked” by Shane DeRolf
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| **Key Terms** | * Unique
* Same
* Different
* Special
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| **Differentiation**  | * Use name cards at tables to create a seating plan
* Allow students to use their name cards when printing their name
* Provide pencil grips when students are printing their name if necessary
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| **Learning Resources**  | * Kindergarten Program Statement
* Bubbly Blond teacher blog:

http://www.thebubblyblondeteacher.com/2012/01/crayon-box-that-talked-freebie-writing.html* “The Crayon Box That Talked” by Shane DeRolf
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| **Introduction** | * Gather the students at the carpet: ask students to give me 5 (legs crisscrossed, hands still in their laps, ears listening, eyes watching and lips zipped)
* Open a box of crayons and lay them out on the floor so that the students can all see
* Ask the students how the crayons are different (different colors, some are longer than others, some have paper and others don’t etc.)
* Next, ask the students how all the crayons are the same (all can color, all called crayons, all belong in the same box)
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| **Body** | * Read the story “The Crayon Box That Talked”
* After reading discuss what it means to be unique and how each student in our class is unique, just like the box of crayons I showed them earlier
* Discuss how boring it would be if the world was all one color
* Discuss some ways we are different from one another (hair color, eye color etc.), and some ways that we are the same (all are in the same class, same age, all in kindergarten etc.)

Activity:* Inform the students that we are going to make our own crayon box for our classroom
* Show the students an exemplar of a crayon that I have created
* Inform the students of the steps and model how to create the crayon by writing the steps on a piece of chart paper:
1. Draw a picture of themselves in the white circle of the crayon (remind students to make sure their picture has the same eye and hair color as they do)
2. Color the rest of the crayon their favorite color
3. Cut out the crayon (remind the students of the alligator scissors grip)

Create a class bulletin board titled “We are the same! We are different!” by creating a large crayon box and placing all of the students self-portrait crayons inside of the crayon box |
| **Closure** | ***Assessment for Learning/Feedback from Students:*** Ask the students for hands up to think of ways in which they are unique and the same as others in our class (allow for a few student responses)***Assessment of Learning:*** No summative assessment***Feedback to students:*** Positive acknowledgement of how hard the students worked today and how great their crayons turned out***Transition to next lesson***: Remind the students of how to clean up after themselves. Once everything is cleaned up from their spot then can read (to self) on the carpet. When over half of the students have completed the craft I will read a story to them on the carpet. Remind students who are still working that they can listen to the story but they have to keep working. When finished all students can join me on the carpet to finish the story. After the story we will remain on the carpet to transition into our next lesson. |

**Bulletin Board Idea:**

**We are the same! We are different!**

