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| **Lesson Topic: Fall Leaves                     Teacher: Lisa Lavorata**  **Date: November 1, 2011** | |
| **Content Standard/s: Science**  **Grade: Kindergarten**  **Strand 2: Inquiry process: establishes the basis for students’ learning in science. Students use specific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations and communicating resultsConcept 4: Communication results of investigations PO 1:  Communicate observations with pictographs, pictures, models and/or words**  **ELL Standard/s:**  **ELL Stage I**  **Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge**  **Basic**  **B4: Using pictures and key words to sequence a series of events from information shared in read-aloud, presentations and conversations** | |
| **Key Vocabulary: plants, colors, fall, trees**        **HOTS: (higher order thinking skills)** | **Visuals/Materials/Resources:**   1. **An example of what a tree looks through each season** 2. **A book about fall showing how leaves change colors** 3. **Scissors to cute out leaves in why they will color** 4. **Crayons and markers** |
| **Connections to Prior Knowledge / Providing Background Information / Motivation:**  -          **Connect to the classroom theme of the letter “L” and what words start with “L” such as leaves**  -          **Read a book about fall**  -          **Go on a “leaf walk”** | |
| **Content Objectives:**  **TSW use pictures to convey meaning and write a stand-alone text by expressing their feelings in a clear thought out message**    **TSW form details on how they are going to persuade the Grinch to celebrate their holiday of choice that they love so much**    **Language Objectives:**  **TSW explain in words and picture how they felt when celebrating their most favorite holiday.**  **TSW use their imagination and write to the Grinch to try and persuade him to partake in the holiday that they cherish so much** | **Review/Assessment:**  **For Content Objective:**  **Observe/note students interests in the book and how they express their feeling through short text**    **Observe/note how well the student was able to write about a personal & familiar story that related to the topic of Christmas/holiday of choice.**  **For Language Objectives:**  **Observe/note how well student is able to write their thoughts on paper by conveying imagination**    **Observe/note the students ability to follow directions by writing a memory in words and in picture what a “feeling” may look like and sound like when they are describing an emotion** |
| **Lesson Procedures/Activities:**     1. **Start off by reading the book: “*Mouses First Fall”* by Lauren Thompsonto the class.** 2. **Explain to the students that they will be writing a persuasive letter to the Grinch to try and convince him to partake in their most favorite holiday memory and they will be asked to explain why that memory is important to them** 3. **Let the children sit in a group of four and have each member within the group share a story of their most favorite holiday memory** 4. **Make a copy of the Grinch and make it into a stuffed paper doll (or you may purchase an inexpensive stuffed Grinch).** 5. **Send the Grinch home with a student each night with a journal.** 6. **Attach a letter inside the journal from the Grinch. The letter should let the children know that he doesn’t like Christmas and need someone to convince him why he should like Christmas.** 7. **The children should write a story and draw a picture describing to the Grinch about their best holiday/Christmas they have ever had.** 8. **They will then return the journal on the next school day.** 9. **When the journal is returned the student returning the journal will present their story to the class about what their best Christmas/holiday was.** 10. **Make sure you count how many student you have in your class and begin this activity. The class number = how many days out before Christmas break you should begin this lesson. For an example if you have 25 students in your class, begin this lesson 25 days before Christmas break.**     **(Include SEI strategies)**  **ELL strategies include in the lesson: pictures, visuals including the Grinch and reading a story about the Grinch, personally sharing my experience from one of my most favorite holidays, opportunities to talk/share/discuss in small groups; observe and see if the students are understanding directions throughout lesson plan.** | |
| **Wrap-Up:**  **When all the children are done presenting what their most vivid memory is from Christmas or from another holiday I will then share with the class what memory I cherish the most from Christmas by displaying pictures.** | |