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| **Lesson Topic: The Grinch NOW has holiday cheer!                    Teacher: Lisa Lavorata**  **Date: December 6, 2011** | |
| **Content Standard/s: Language Arts**  **Grade: K-3rd**  **Strand 2: This strand focuses on the elements of effective writing.  Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction.  Instructional activities may focus on just one concept or many.**  **Concept 1: Ideas and Content**  **Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**  **PO 1:  Use pictures that convey meaning. Write stand-alone text that expresses a clear message.**  **ELL Standard/s:**  **ELL Stage II**  **Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**  **Basic**  **B1: Writing a short text about events or characters from familiar stories with instructional support.** | |
| **Key Vocabulary: Holiday, Christmas, December, The Grinch, thankfulness, recalling a vivid memory**        **HOTS: (higher order thinking skills)** | **Visuals/Materials/Resources:**   1. **The book:  *“How the Grinch stole Christmas”* by Dr. Seuss** 2. **A journal that each student can take home for the night** 3. **The Grinch- these materials will alternate depending on if you make or buy him.** 4. **If you make: Print out an image of the Grinch (front and back side) cut the excess paper off from the Grinch with scissors then staple the front and backside of the Grinch leaving a little opening to stuff him with paper.** |
| **Connections to Prior Knowledge / Providing Background Information / Motivation:**  -          **Connect to the school theme of celebrating the different holidays taking place in the month of December.**  -          **Read a book about the Grinch**  -          **Bring in a journal sharing what my most favorite memory is from Christmas** | |
| **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: “*How the Grinch stole Christmas”* by Dr. Seussto 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.** | |