

## Lesson Plan

**Date:** 1 week of Daily Circle Time Activities      **Grade:** K      **Teacher(s):** Charlitta C. Hatch

|  |  |  |   |
|--|--|--|---|
| <p><b>Standard(s):</b><br/> <b>K.V.1</b> Use the language of visual arts to communicate effectively.<br/> <b>K.V.2</b> Apply creative and critical thinking skills to artistic expression.<br/> <b>K.V.3</b> Create art using a variety of tools, media, and processes, safely and appropriately.<br/> <b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups<br/> <b>SL.K.4.</b> Speak audibly and express thoughts, feelings, and ideas clearly.<br/> <b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.<br/> <b>RL.K.9</b> With guidance and support, identify the experiences of a character in a familiar story</p>   | <p><b>English Language Proficiency Standard(s):</b><br/>           1, 2, and 5</p>   |  |   |
| <p><b>Enrichment Vocabulary:</b><br/>           Diversity, inclusion, representation</p>   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Critical Media Strategy/Focus:</b></p> <ul style="list-style-type: none"> <li>• Critical Conversations</li> <li>• Mirrors and Windows</li> <li>• Print Media</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Interdisciplinary Connection:</b></p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Social Studies</li> <li>• Art</li> </ul> </td> </tr> </table>  | <p><b>Critical Media Strategy/Focus:</b></p> <ul style="list-style-type: none"> <li>• Critical Conversations</li> <li>• Mirrors and Windows</li> <li>• Print Media</li> </ul>  | <p><b>Interdisciplinary Connection:</b></p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Social Studies</li> <li>• Art</li> </ul>  |
| <p><b>Critical Media Strategy/Focus:</b></p> <ul style="list-style-type: none"> <li>• Critical Conversations</li> <li>• Mirrors and Windows</li> <li>• Print Media</li> </ul>  | <p><b>Interdisciplinary Connection:</b></p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Social Studies</li> <li>• Art</li> </ul>   |  |   |
| <p><b>Review and Focus: Relevance/Rationale:</b> (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning? How will you “hook” your students?)</p> <p><b>Why are the outcomes of this lesson important in the real world?</b><br/>           Students can start to develop the ability to ask critical questions when confronted with narratives and images that only portray one type of person. They will be empowered to speak out if they do not see themselves or their friends represented. Additionally, they will learn to be inclusive and kind to those that are different.</p> <p><b>Why are these outcomes essential for future learning?</b><br/>           These outcomes allow students to become curious about the images that are presented to them and to begin questioning those images at an early age. Students will also learn how to communicate similarities and differences and begin to express both as strengths in different ways.</p> <p><b>How will you “hook” your students?</b><br/>           Students will be hooked by hearing and seeing stories they have not heard before and having the opportunity to share their opinions and create their own visual interpretation. Many of the students may see characters that look like them and/or their families in everyday stories for the first time.</p> | <p><b>Resources/Materials:</b> (In addition to technological equipment in your classroom, what texts, digital resources, websites, wiki spaces, manipulatives and print materials will be used in this lesson?)</p> <p><b>Print Materials</b></p> <ol style="list-style-type: none"> <li>1. Black Boy Joy by Charlitta Hatch</li> <li>2. Jackie Wins Them All by Fabian Ferguson</li> <li>3. The Life of La Vida de Pele</li> <li>4. Abuela by Arthur Dorros</li> <li>5. The Have a Good Day Café by Frances Park</li> </ol> <p><b>Art Supplies</b><br/> <b>Flip chart/markers</b></p>   |  |   |
| <p><b>Learning Target:</b> (What will students know &amp; be able to do as a result of this lesson?) (Inform students on what they will learn)</p> <p>SWBAT use language of visual arts to communicate effectively<br/>           SWBAT apply creative and critical thinking skills to artistic expression<br/>           SWBAT create art using a variety of tools, media, and processes, safely and appropriately<br/>           SWBAT participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups<br/>           SWBAT speak audibly and express thoughts, feelings, and ideas clearly<br/>           SWBAT add drawings or other visual displays to descriptions as desired to provide additional detail<br/>           SWBAT with guidance and support, identify the experiences of a character in a familiar story</p>   | <p><b>Literature Focus Skill(s):</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> Author’s Purpose<br/> <input checked="" type="checkbox"/> Cause &amp; Effect<br/> <input checked="" type="checkbox"/> Compare/Contrast<br/> <input type="checkbox"/> Context Clues<br/> <input checked="" type="checkbox"/> Drawing Conclusions/Infer<br/> <input type="checkbox"/> Fact vs. Opinion<br/> <input type="checkbox"/> Figurative Language               </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Main Idea<br/> <input checked="" type="checkbox"/> Make a Prediction<br/> <input checked="" type="checkbox"/> Paraphrasing<br/> <input type="checkbox"/> Sequencing<br/> <input checked="" type="checkbox"/> Support a View/Opinion<br/> <input type="checkbox"/> Supporting Details<br/> <input type="checkbox"/> Summarizing<br/> <input type="checkbox"/> Use Text Features               </td> </tr> </table> | <input checked="" type="checkbox"/> Author’s Purpose<br><input checked="" type="checkbox"/> Cause & Effect<br><input checked="" type="checkbox"/> Compare/Contrast<br><input type="checkbox"/> Context Clues<br><input checked="" type="checkbox"/> Drawing Conclusions/Infer<br><input type="checkbox"/> Fact vs. Opinion<br><input type="checkbox"/> Figurative Language | <input type="checkbox"/> Main Idea<br><input checked="" type="checkbox"/> Make a Prediction<br><input checked="" type="checkbox"/> Paraphrasing<br><input type="checkbox"/> Sequencing<br><input checked="" type="checkbox"/> Support a View/Opinion<br><input type="checkbox"/> Supporting Details<br><input type="checkbox"/> Summarizing<br><input type="checkbox"/> Use Text Features |
| <input checked="" type="checkbox"/> Author’s Purpose<br><input checked="" type="checkbox"/> Cause & Effect<br><input checked="" type="checkbox"/> Compare/Contrast<br><input type="checkbox"/> Context Clues<br><input checked="" type="checkbox"/> Drawing Conclusions/Infer<br><input type="checkbox"/> Fact vs. Opinion<br><input type="checkbox"/> Figurative Language   | <input type="checkbox"/> Main Idea<br><input checked="" type="checkbox"/> Make a Prediction<br><input checked="" type="checkbox"/> Paraphrasing<br><input type="checkbox"/> Sequencing<br><input checked="" type="checkbox"/> Support a View/Opinion<br><input type="checkbox"/> Supporting Details<br><input type="checkbox"/> Summarizing<br><input type="checkbox"/> Use Text Features  |  |   |

|  |   |  |
|--|---|--|
| <p><b><u>Guided Practice:</u></b> (Elicits student performance, gives guidance, provides ongoing formative assessment and feedback)</p> <p>During “I See Me” week, each day students will participate in circle time where the teacher will read a one of the diverse children’s books listed below and do the activities for each book.</p> <p>Diverse Children’s Books:</p> <ol style="list-style-type: none"> <li>1. Black Boy Joy by Charlitta Hatch</li> <li>2. Jackie Wins Them All by Fabian Ferguson</li> <li>3. The Life of La Vida de Pele</li> <li>4. Abuela by Arthur Dorros</li> <li>5. The Have a Good Day Café by Frances Park</li> </ol> <ul style="list-style-type: none"> <li>• The teacher will read the book twice. The first time the students will listen and the second time the teacher will ask questions for the students to answer about the images they see to try to get the students to discuss things that are similar or different in their lives based on what they see.</li> <li>• The classroom will be divided into stations where students will spend 10-15 mins at each station <ul style="list-style-type: none"> <li>○ Station 1: Drawing a picture using different types of materials to show them and the character as friends. What would they do? How would they have fun together?</li> <li>○ Station 2: A small lesson on how that diverse person might have been treated based on their differences and asking students how they would handle that if it happened in today’s classrooms.</li> </ul> </li> </ul> | <p><b><u>Anti-Racist Themes</u></b></p> <p><input checked="" type="checkbox"/>_X_ Disrupting commonplace</p> <p><input type="checkbox"/>_ Sociopolitical Issues</p> <p><input checked="" type="checkbox"/>_X_ Multiple Viewpoints</p> <p><input type="checkbox"/>_ Promoting social justice</p>   | <p><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><input checked="" type="checkbox"/>_X_ Creativity/Innovation</p> <p><input checked="" type="checkbox"/>_X_ Critical Thinking/Problem Solving</p> <p><input checked="" type="checkbox"/>_X_ Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/>_X_ Information Literacy</p> <p><input checked="" type="checkbox"/>_X_ Media Literacy</p> <p><input type="checkbox"/>_ Technology Literacy</p> <p><input type="checkbox"/>_ Life &amp; Career Skills</p> |
| <p><b><u>Independent Practice: Activities/Tasks:</u></b> (Describe the learning experiences in which students will engage. What will students do during the lesson?)</p> <ol style="list-style-type: none"> <li>1. Students will participate in critical conversations regarding similarities and differences among friends and family</li> <li>2. Students will listen to 5 different stories by diverse authors with diverse characters and engage in class discussions regarding the books</li> <li>3. Students will leverage art to show how they would interact with the characters in the books</li> <li>4. Students will discuss ways to be inclusive and kind to different types of people</li> </ol>  | <p><b><u>Differentiation:</u></b></p> <p>Students will have the ability to discuss the story during circle time and express themselves through art to share what they learned regarding similarities and differences. After the student has completed both stations daily, the teacher can invite students to share out their reflections or drawings to the class.</p> <p><b><u>Closure:</u></b> (Cumulative Review; Summary of Learning; Essential Question)</p> <p>At the conclusion of the week, the teacher should invite each student to wear their favorite color to represent the diversity of the stories that were read. The teacher should also hang up the artwork so that the students can reflect on what they learned and see what their classmates learned as well. At the conclusion of the final circle time, the teacher should hang up the flip paper and begin to ask the questions below:</p> <ol style="list-style-type: none"> <li>1. How did you identify with the characters in the story?</li> <li>2. How were you different from the characters in the story?</li> <li>3. What are some things you like to do that you think the character in the story would like to do?</li> <li>4. How can you treat the characters in the book with kindness?</li> <li>5. What would you do if others were not kind?</li> </ol> |  |