

Lesson Plan

Teacher Candidate: Sarah Tollefson

Lesson Title: Comparing Winter Holidays (Lesson 1)

Grade Level and Course: Grade 1, Language Arts, Informational Texts

Time Segment of Lesson: 45 Minutes

Standard(s) Addressed in Lesson:

CCSS.ELA-LITERACY.RI.1.9

- Analyse two different readings on the same topic, in this case the topic is holidays. Evaluate how the author uses illustrations and word choice to explain their main idea.

Overarching Unit Goal(s):

By the end of this unit...

- Students will be able to analyse informational texts to better understand different cultures.
- Students will be able to evaluate pieces of work and understand how various text features work together to support the main idea.
- Students will be able to apply their new knowledge and demonstrate their understanding of various text features using digital tools.

Objective(s) of the Lesson: Students will be able to ...

- Evaluate similar texts and assess how the authors compare and how they contrast in the way they share their main ideas using various text features by the end of lesson 1.
- Discuss how they celebrate winter holidays and write the differences or similarities in the ways they each celebrate together during the introduction of lesson 1.

Student Diversity and Differentiation of Instruction

Identify students who will need differentiated instruction for this lesson.

Student Diversity	Differentiation of Instruction
ADHD	The teacher will use hands-on teaching strategies that involve the students getting up and out of their chairs to participate with the lesson. The teacher will also include activities that aren't confined to a specific structure so that the student can think without limits.
ELL	The teacher will use phonetic awareness tactics to help students sound out long, difficult words. The teacher will include hand clapping to help students break down longer words into syllables. The teacher will visual meanings as well as written meanings to help describe the vocabulary words.

Formative and Summative Assessments- include open ended questions that will lead students to think deeply about the content and will also build on prior knowledge.

Formative Assessment	Summative Assessment
Classroom word wall to begin the lesson and think critically about winter holidays, how they celebrate, and who they celebrate with. (We do)	The summative assessments will take place at the end of the unit (Lesson 5). The summative assessment will be a performance assessment where the students will showcase their completed eBook and present it to the class. The students will also complete a peer review and self evaluation at the end of lesson 5.
Reading comprehension ball toss to practise asking questions and deepening their understanding of the content they're reading. (We do)	
Students will work in teams to make a Venn Diagram to compare and contrast 2 passages about two different cultures' traditions during the winter holidays. The students will read the two passages in their teams. (You do)	
Students will upload a video recording of themselves with their favorite book at home and explain how the author uses pictures to explain her/his main idea. The students will explain the main idea and begin to understand how their favorite author has used details and illustrations to help them understand the story. The students will upload it to the classroom flipgrid. (I do)	

Questions for formative assessment during and/or after the lesson

1. How does the author use color to relate to the winter holiday? How does the other author use it?
2. Where do you see the author using word choice? How does the author use it?
3. What extra text features (speech bubbles, pictures, glossaries, ect) does the author use to help support the main idea?

Big Ideas to be Addressed in the Lesson:

- Students will discuss culture and relate it back to themselves and how they celebrate their winter holidays.
- Students will assess pages in the text and analyse how the author uses pictures, word choice, titles, ect to explain how the character feels, what they're doing, and the overall main idea of the passage.

Discussion Questions

Write out questions that you would like students to discuss in class, before class or after class because they are interesting, support higher order thinking, and make for a lively and engaging discussion. If discussions must happen outside class, what tool will you use to facilitate the discussion (e.g. Twitter)?

During Intro:

1. What is your favorite holiday?
2. How do you celebrate it? With who?
3. How do you think other cultures celebrate it?
4. What makes a holiday special for you?
5. Where do you go when you celebrate a holiday? Why?

During the lesson:

6. How are Hannaka and The Lunar New Year similar?
7. How does each holiday use gifts?
8. What foods do they eat for their holiday?
9. Who is telling the story in each book?
10. What colors do the illustrators use to represent their holiday?

11. How do the characters feel within the passage? How do you know?

After the lesson, on Flipgrid:

12. How does your favorite author or book use pictures to convey meaning?

13. How does the table of contents help you understand the book?

14. How does the title (and/or headline) of the chapter support the main idea?

21st Century Knowledge and Skills

21st Century Knowledge and Skills	Teaching Strategies
Reason Effectively	Evaluate details and make decisions based on evidence in the reading for it being there.
Communicate clearly	The students will ask Wh- comprehension questions to identify any questions they may have to help provide further insight into the reading.
Use and manage information	The students will assess the information in the text features and understand how it relates to the passage and the main idea.

Literacy Skills

Describe the literacy skills (if any) covered in this lesson and how it will help improve the students' reading skills such as comprehension, oral language, phonetic or phonological awareness, fluency and vocabulary as applicable.

- Writing: Students will be writing ideas as a group and in pairs to answer questions throughout the lesson about winter holidays and how the authors use text features.
- Speaking: Students will present their thoughts in full sentences and practice reading aloud from the text with intonation.
- Phonetic awareness: Students will identify longer words and use clapping to help sound out the complex words together as a class to break it into syllables and identify the

sounds in each part.

- Reading Comprehension: Students will ask and answer comprehension questions regarding the text to gain more insight into the main idea and to think critically about their own understanding of it.
- Listening: Students will practise listening to one another reading from the passages and follow along with their finger so that they can absorb the information being read.
- Reading: Students will practice reading as a class and in pairs to further understand the text.

Vocabulary to be addressed:

Hanukkah, Kwanzaa, Chinese Lunar New Year, heading, title page, table of contents, glossary, headlines, speech bubbles, illustrator, author, picture, feast, celebrations, plum blossoms, dragon, dreidel, latkes, lights, gelt, maccabee, presents, candles, menorah, temple, festival

Teaching Strategies and Related Student Activities (Include Web 2.0 activities and innovative strategies, as appropriate):

Teaching Strategies and Activities: What are the teaching strategies and activities that you plan to use to help students meet the lesson's objectives? What are the steps that you will take to deliver this lesson (e.g., introduce the author, read the poem, ask students to...)? Make this section as detailed as possible. It should allow you to hand it off to a substitute teacher.

- Introduction, 10 minutes:
 - The class will go over the winter holiday discussion questions and brainstorm to complete the word wall while in circle time (seated in a circle on the floor)
 - Limit teacher talk time and use a ball to pass to students who want to talk to control the noise level.
 - Let the students brainstorm, but guide the conversation using the discussion questions.
 - Have a big venn diagram on the board and let students write on sticky notes together to complete how they celebrate winter holidays. Organise the sticky notes as a class to show what is similar and what is different.
- Reading passages, 20 minutes:
 - Project one of the 2 passages on the board and give each student a copy. Read the first 2 passages within each of the 2 books. Read it first and have the

students follow along with their fingers. Say “finger bunnies up!” to help the class engage.

- Before reading, have the students discuss what text features they see on the page and book (colors, pictures, speech bubbles, titles, ect.)
 - Ask students to identify the author and illustrator and to find the glossary and table of contents.
- Read it first together, have 5 student volunteers read, and open up the discussion to ask comprehension questions using the “Ball Toss” formative assessment. Review the Wh- questions and put a print out of the questions on the board for all to see.
- For more complex words, have the students use hand claps to break down the words into syllables and hone-in on the sounds in each part of the word. This will help students with ADHD stay focussed, and it will help students with lower English abilities phonetically sound out the parts of the words.
- Venn Diagram (10 minutes)
 - Demonstrate for the students how to complete the venn diagram, it will be a similar structure to the morning brainstorm. This will help the activity not seem overwhelming to students with ADHD since it feels familiar.
 - Have students in homogenous pairs and have them each take turns reading the passages before completing the venn diagram. Circulate and sit down with lower level students to help them break down the passage and understand the activity. Since the students are working in pairs specific to their ability level, give higher level students printouts of the Kwanzaa book passages so they may begin to extend their knowledge and think critically about another culture. Students who have a lower ability in English can focus on using color as way to describe the passages. There will also be a word bank on the board that has a visual representation of more complex words.
- Flipgrid Video Homework (5 minutes)
 - Explain the video upload assignment and give the students a print out of the requirements. Show the students your example video to help demonstrate what is expected of them.
 - Brainstorm with the students to briefly get them thinking about what they could do and any books that come to their mind.
 - Give the students freedom to create the video how they see fit, if students cannot find a book, allow them to make a video discussing how they celebrate a

winter holiday. This will be helpful for students who have ADHD to not feel “caged in” to one way of presenting information. Students may also present books in their native language, but should try using English words to explain it. If that’s difficult, they can explain their book in their native language, but should provide some translation in the comments.

Teacher/Student Input: Write a note on what you expect the teacher and students to do as a part of this activity. Include a note on whether this is an “I do it”, “We do it” or “You do it” type of activity.

- WE DO, Introduction, 10 minutes:
 - The class will go over the winter holiday discussion questions and brainstorm to complete the word wall while in circle time (seated in a circle on the floor)
 - Limit teacher talk time and use a ball to pass to students who want to talk to control the noise level.
 - Let the students brainstorm, but guide the conversation using the discussion questions.
- WE DO, Reading passages, 20 minutes:
 - Project one of the 2 passages on the board and give each student a copy. Read the first 2 passages within each of the 2 books. Read it first and have the students follow along with their fingers. Say “finger bunnies up!” to help the class engage.
 - Before reading, have the students discuss what text features they see on the page and book (colors, pictures, speech bubbles, titles, ect.)
 - Ask students to identify the author and illustrator and to find the glossary and table of contents.
 - Read it first together, have 5 student volunteers read, and open up the discussion to ask comprehension questions using the “Ball Toss” formative assessment. Review the Wh- questions and put a print out of the questions on the board for all to see.
- YOU DO, Venn Diagram (10 minutes)
 - Demonstrate for the students how to complete the venn diagram, it will be a similar structure to the morning brainstorm.

- Have students in homogenous pairs and have them each take turns reading the passages before completing the venn diagram. Circulate and sit down with lower level students to help them break down the passage and understand the activity.
- I DO, Video Homework (5 minutes)
 - Explain the video upload assignment and give the students a print out of the requirements. Show the students your example video to help demonstrate what is expected of them.
 - Give the students freedom to create the video how they see fit, if students cannot find a book, allow them to make a video discussing how they celebrate a winter holiday.

Review: Write down ideas on how you will review the topic, including notes on types of formative assessments that you will use during the lesson.

- The Morning Word Wall (Venn Diagram) will help get the students thinking critically about winter holidays and how they celebrate as well as any other winter holidays they know about. This is a diagnostic assessment to check how much the students know about other cultures and how they celebrate holidays.
- Comprehension Ball Toss will allow students to play a game while learning. The students will be able to use something tactile to get out of their seats while thinking critically about the passages. This is another diagnostic assessment that will help shed light on students ability to analyse the text and form questions to deepen their understanding of the reading.
- Partner Venn Diagram will allow the teacher time to check-in on individual students who may be struggling with the reading. The teacher can also check how certain pairs are working together and if they're sharing the workload and collaborating with one another.
- Favorite Book Flipgrid is a video assessment that will be uploaded to the classroom flipgrid. This assessment is a virtual exit ticket that will help the students connect what they've learned about an author's main idea and supporting details and relate it back to their own lives.
- Review: The class knows about text features and how they're used to build meaning onto an author's main idea. The students will review this when looking at the new books during reading time to find and assess what text features they see being used.

- During this lesson, they will begin to ask “Why” the author is using a certain text feature and compare it to how another author uses it to explain a similar topic. Students will review what they’ve learned via the Flipgrid assessment. During lesson 2, the teacher will spend 5-10 minutes letting students share their video to the class and address the text features being used and why.

Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
Rubber ball	To pass and control conversation
Timer	To keep track of time throughout the lesson
Big print out of comprehension questions	Has: Who, what, when, where, why, and how printed out largely with visual representations of each question. It’s also translated into Korean in smaller letters so that students can better understand the comprehension questions.
PDF of 4 passages to be presented on the big screen from 2 of the 3 books	Scan the books in and project them for the class to see.
Venn Diagram worksheets	12 worksheets printed
Sticky notes	5 stacks of sticky notes for brainstorming
Tablets	For students to take home if they don’t have computer access at home (plan for 4 tablets)
Flipgrid	Access to the website
Video homework print out	12 pages that are printed
The Story of Kwanzaa book	4 pages of the first 2 pages
Dragon Dance book	12 printouts of the first 2 pages
Latkees and Applesauce book	12 printouts of the first 2 pages

References

Link to the 3 books of the unit:

- <https://www.amazon.com/Story-Kwanzaa-Trophy-Picture-Paperback/dp/0064462005>
- <https://www.amazon.com/Dragon-Dance-Chinese-Lift-Flap/dp/0142400009>
- <https://pjllibrary.org/books/latkes-and-applesauce-a-hanukkah-story/if172>

About The Author TeachThought Staff TeachThought is an organization dedicated to innovation in education through the growth of outstanding teachers. (2022, January 16). *Marzano's 9 instructional strategies for teaching and learning*. TeachThought. Retrieved October 16, 2022, from <https://www.teachthought.com/learning/instructional-strategies/>

Stauffer, B. (2022, September 8). *What are 21st Century skills?* CTE Curriculum for Middle and High School Teachers. Retrieved October 16, 2022, from <https://www.aeseducation.com/blog/what-are-21st-century-skills>

Submitted by Andrea Brown (not verified) on January 17, Submitted by Robin Sandusky (not verified) on January 8, Submitted by KG (not verified) on October 12, Submitted by Sharon (not verified) on August 28, Submitted by Anonymous (not verified) on August 24, Submitted by Anonymous (not verified) on August 8, Submitted by Craig D (not verified) on July 13, Submitted by Haley (not verified) on July 11, Submitted by Summer Shields (not verified) on June 24, Submitted by Carrie (not verified) on April 8, Submitted by Frances Blumreich (not verified) on March 20, Submitted by Tasha (not verified) on March 14, Submitted by Desirae (not verified) on March 10, Submitted by Megan Sawyer (not verified) on January 29, Submitted by Kaye Fulkerson (not verified) on January 20, Submitted by suki turner (not verified) on January 19, Submitted by Leticia Gomez (not verified) on December 21, Submitted by Anonymous (not verified) on July 23, Submitted by Melania (not verified) on July 3, ... Submitted by Crystal Jones (not verified) on January 28. (2022, February 24). *Phonemic activities for the preschool or elementary classroom*. Reading Rockets. Retrieved October 16, 2022, from <https://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom>