

Tuesday 04/02/2024 (20 minutes needed)

Standard: ELA.EE.SL.3.1 Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.

Objective: Students will begin to connect our story with our theme of kindness and understand how small acts of kindness can impact others.

Introduce weekly focus of kindness to students and explain how we will talk about this the entire week.

Materials Needed:

- Book: Because Amelia Smiled
- [Slideshow with questions](#)

Team Teaching will additionally be used as One teacher will be mainly focusing on reading the story while the other teacher will mainly be helping ask the question. Teachers will still both collaboratively engage with each other with their "roles" and will continue the conversation and questions to ensure that students are learning the book's lesson as a whole.

Begin by showing the book "because amelia smiled" and have students work on making predictions about the book with these leading questions (8 min)

- What do you notice about the cover?
- What do you think this book will be about
- How do you think this book will relate to our focus on kindness

Once questions have been asked and book has been fully introduced, begin by reading

During the reading of the book ask some questions to check on comprehension and understanding of the book (6 min)

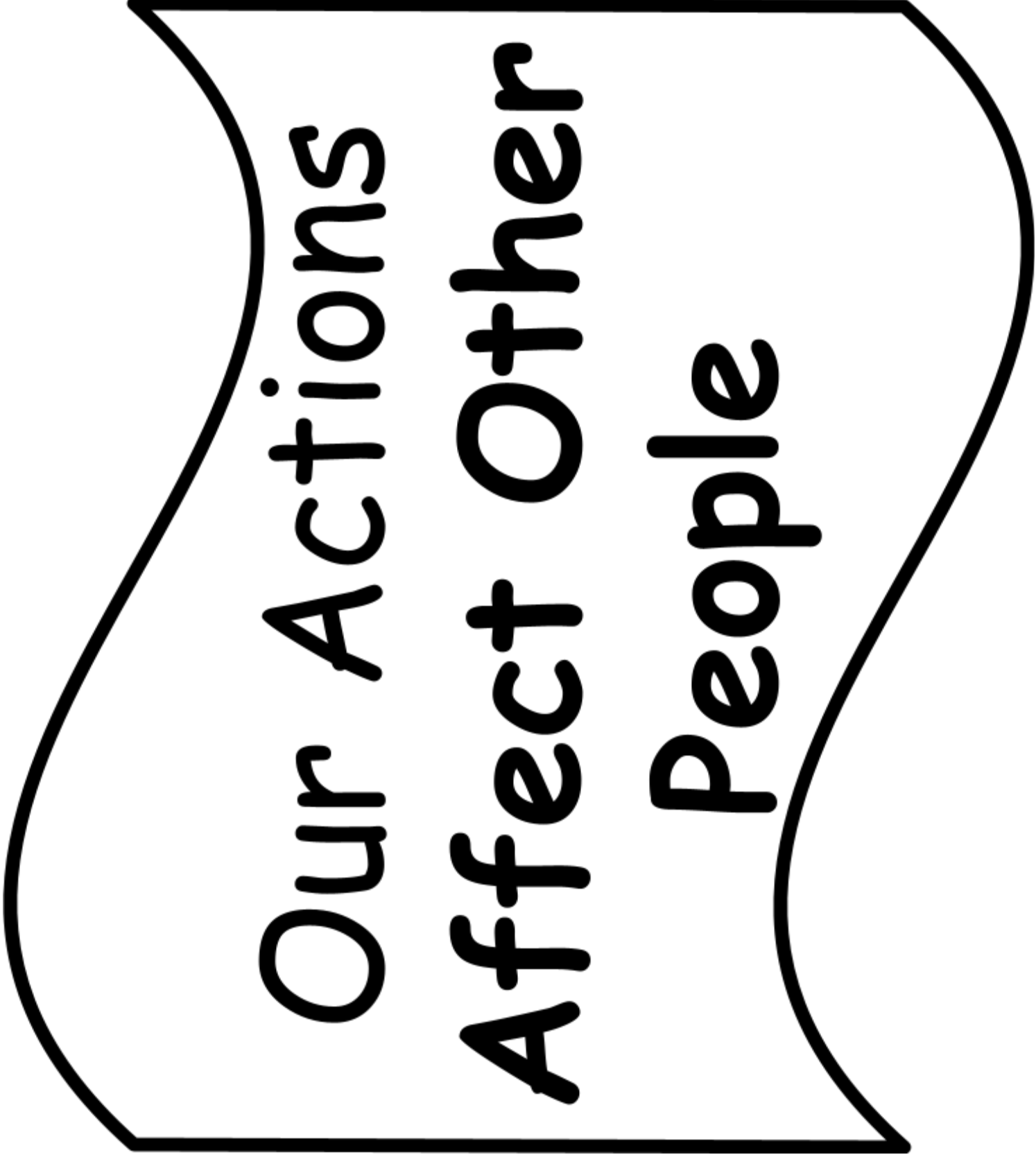
- Why did Mrs.Higgins smile?

- Where did Amelia's smile make an impact on page –
- What happened as a result of —?

After finishing the book ask some additional questions that allow students to reflect on the book and on how they view our idea of kindness (6 min)

- Do you think these events in the story would have happened if Amelia was frowning down the street? Why not?
- How did a simple smile make all these things happen?
- If you were Amelia, what would your act of kindness have been to start this book?

With Additional time use coloring sheet that describes how our actions affect other people (10 min)



**Our Actions
Affect Other
People**

Wednesday 04/03/2024 (30 minutes needed)

Standards:

ELA.EE.SL.3.1 Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.

ELA.EE.L.3.4 Demonstrate knowledge of word meanings. a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.

Objective: Students will be able to discuss the book with guided questions and be able to identify different vocabulary words and ways to show and use them.

Materials Needed:

Book:

- Because amelia smiled
- Virtual Vocab List PDF

Begin by reintroducing the book and asking a couple questions? (3 mins)

- Can anyone tell me something that happened in the book or what this book was about?
- How does this book relate to our weekly focus on kindness?

Once book is introduced start reading the book this time having the students focus on the words that are being talked about (5 mins)

After Book has been fully introduced ask a couple comprehension questions (4 min)

- What did Amelia do that impacted other people?
- Was Amelia's smile a big act of kindness or a small act of kindness?
- What are some small acts of kindness we could do today to make other people happy?

After finishing concluding story questions start on reviewing some vocab words that were discussed in the story (15 mins)

TEAM TEACHING THIS PART BY DOING BOTH TEACH

With both teaching this part of the lesson teachers can decide to have one introduce the word and have everyone say it while the other asks them for examples in sentences.

- Kindness
- Smile
- Street
- Send
- Share
- Class
- Teacher
- neighborhood
- Like
- Sleep
- Mood
- Remind
- Bouquet
- High
- Across
- Remember

Team Teaching will be used for this conclusion part as well by having both teachers collaboratively help students come up with examples of kindness.

Once Vocab is done, ask students what are ways we can show small acts of kindness. (5 mins)

Thursday 04/04/2024 (30 minutes needed)

Standard: ELA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.

Objective: Students will be able to connect kindness to themselves and what it means to them while also coming up with examples of how they could show kindness.

Materials Needed: Book: Because Amelia Smiled and Worksheet

Sequence of Activities:

Lessons will begin by both teachers using the alternative teaching model for our students who may need additional support with the activity portion and may need more direct attention. (12 minutes)

With the alternative teaching group the story will be read aloud to this group again with certain questions being asked again

- What did Amelia do to make people happy?
- Did ---- doing ---- make them feel happy or sad?

With the rest of the class, they will begin by listening to the read aloud version of the story to give them a refresher on the book and our theme of kindness.

Once book has been read aloud both groups will work on the worksheet provided (15 mins)

The worksheet is divided into two main sections. The left section, titled 'Our Book of the Week:', contains a line for a title, followed by the prompt 'This is what kindness means to me:' and three dashed lines for writing. Below this is a large rectangular box for drawing. The right section, titled 'Our New Learning', contains the instruction 'Write or draw THREE different acts of kindness that you could do for someone today.' and three stacked rectangular boxes for writing or drawing.

In alternative teaching groups students who need further assistance on this sheet may receive help from aides or teacher leading groups.

Once both groups finish, the class will come back together and share ways that we can do small acts of kindness with the teacher writing those ideas on the board. (5 mins)

Instructional supports:

Overall we will have a timer on the board to give students an estimate of how much longer they have to work on the sheet.

Students can discuss with other peers or staff if they need help getting an idea to draw for the example portion of the questions.

For students who need additional help, asking this or that questions to help guide their pictures and ideas can also be used for our students with extensive support needs. These can be shown with either their communication device or through speaker buttons.

Assessment:

The assessment being used will be the second half of our worksheet in which students will come up with examples of small acts of kindness and then share them after with the class. If a student is able to show multiple examples of small acts of kindness this will showcase they are making progress by understanding examples and then connecting them to their own selves.

Friday 04/05/2024 (20 minutes needed)

Standards: ELA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.

Objective: Students will showcase small acts of kindness through some form of media to give to someone else.

Reading group will start with the question being asked for the students to again define what kindness means and how it relates to our book (3 min)

Students will then be tasked to showcase all the different ways we could showcase small acts of kindness, with these ideas being shared out and written on the board (3 min).

Once examples have been shared, students will be asked to work on one of these small acts of kindness to give out to someone that day. (14 mins)

Examples: Thank you letter, card, picture, etc.

This can be given to anyone of their choice but that will need to be clarified before they start.

If a student works very quickly on one they are able to make multiple with time allotted.

Reflection:

Role Negotiation:

When it comes to role negotiation I believe that me and my cooperative teacher have a very clear communication with each other that leads to fluid conversation throughout the day on planning things out like lessons. Overall my teacher was happy for me to take the lead on making the lesson plans with her giving me some resources to get a foundation from and then I made them into what I saw fit and asked for her feedback just to ensure that she felt that she would be comfortable doing the roles that were in these lessons and with the questions and activities we were doing. Overall when she was reviewing the lessons there was small tweaks to some of the ideas or just a little need for clarifying how a certain part was going to look like, but overall I believe we are typically on the same page with most things so when I was making the lesson plan I had an idea of how are roles would look because I know how we both teach. The outcomes of our lessons worked really well. I had the pleasure of having two of our days observed, one by Megan and the other by some administrators and both a lot of positive feedback to give on how these lessons turned out.

Implementation of the lessons:

In my placement you can never predict what a lesson is going to go like and so everything you plan you come in knowing will need to be adjusted on the spot depending on the needs of the students. For one of my lessons I had no idea there was going to be a field trip for 4th grade and then also having other students take another day off from easter break and so only having 3 students in one of my lessons made me have to adjust my days. One thing there I would have done differently was ensure that I looked at the calendar of events going on at the school so I

could have planned ahead for that instance, as well as communicate with my teacher about anything that might conflict without reading group lessons. Another thing would be to also know in future reference, students might miss an additional day of school when they have a 4 day weekend and to also be prepared to make adjustments for times like that. One other key thing I would have changed with some of my questions would have been to create leading answers to them, not giving the answer just ways that they could start and answer like “ I believe kindness is” “Kindness looks like — to me”. I think if I gave more examples like that, students would have had an easier time implementing these to have more clear answers to the questions. One key thing I would keep the same though was having the slides during the story with each individual question because I think that helped the students focus on each question individually and gave them multiple ways of viewing the question. With my overall co teaching aspect, I believe the lessons went well on that portion and that we both created effective lessons that we could add additional support to each other when needed but still both were teaching clear lessons.

Evaluation: At the end of this week students were all able to either make a card or draw someone as a small act of kindness. Through this they were also able to name who it was to and how they believed this would make them feel. With that lesson taught I believe that I did an effective job at getting the message of kindness through with them and is something that can continue to be referenced the rest of the school year when there are times we may need to do a refresher on what kindness means or looks like. Through this co teaching experience, I believe this is the relationship cooperative teacher and student observers should have. I think this has created some really awesome experiences for the kids and allows them to have two teachers giving information which can help if a certain student clicks with one and not as much as the other and can help students reach that understanding. I had been really nervous to do these reading lessons for this week as this class can be a big feat to take on, but knowing I had

support from my cooperative teacher through the lessons I felt ready to take on the challenges and create impactful lessons for the students.