

## Lesson Plan Template - KINDERGARTEN

Lesson Plan Information		
Names: Ms Wright, in consultation with Mr Reid (EA)	Date: October 3, 2018	Timing/Time-Frame: Afternoon, after outdoor play time; (~ 1:30-2:00)
Provocation		
<p><b>Select an anchor book, song, item, experience and/or material that will invite learners to think, wonder, explore, and create (e.g., <i>Who has Seen the Wind?</i> poem; experimenting with a light fabric on a windy day).</b></p> <ul style="list-style-type: none"> <li>Anchor book: <i>Frederick</i>, by Leo Lionni (Big Book format)</li> <li>Items to share and wonder about prior to reading book: cob of corn; wheat stalks, nuts or dried berries.</li> </ul>		
Big Idea(s)		
<p><b>What big idea(s) might this provocation lead the learners to think and wonder about?</b></p> <ul style="list-style-type: none"> <li>The story might lead to questions about <i>what is fair; roles in a family; changing seasons</i></li> </ul>		
Educator Intention(s)		
<p><b>Why this provocation now? Where does this provocation fit with current learning and inquiries in the learning environment, including indoors/outdoors?</b></p> <ul style="list-style-type: none"> <li>It is autumn, and on our outdoor excursions, the learners in this mixed JK-SK urban school classroom have noticed the coloured leaves and the cooler days.</li> <li>In the last two weeks of September, one of the anchor books included <i>Leaf Man</i>, by Lois Ehlert. Inspired by <i>Leaf Man</i>, the learners collected coloured leaves and sticks from the local wood lot to make leaf creations. Questions arose about what farmers grow in the autumn, and what animals eat in the cold weather.</li> <li>In the story about the mouse <i>Frederick</i>, a family of field mice is busy getting ready for winter by gathering food supplies, while <i>Frederick</i> says he is gathering sun rays, colours, and words. Later, when the winter is cold and the food is almost gone, he conjures up the warmth of colours and recites a poem for the mice. This book will also fit with our ongoing look at poems and rhymes.</li> </ul>		
Learning Plan		
<p><b>How will I introduce the anchor book, experience, and/or the concrete item or material (e.g., read aloud, interactive display, Q &amp; A)? What learning opportunities might extend from this provocation? How will I plan for multiple entry points? Describe whole group (WG) or small group ideas (SG).</b></p>		
<p><b>1. Before the Read Aloud:</b></p> <ul style="list-style-type: none"> <li>Gather the WG on the carpet where all can listen to and view the text. Ensure G is sitting close to the text. Be sure C can see the faces of the speakers, as she is hearing impaired and beginning to lip read. Learners are seated comfortably cross-legged with space around them. J may sit on a chair beside the EA to help him stay focused.</li> <li>Pass around a cob of corn in its husk and other items such as a stalk of wheat. Ask "What do you notice about...?" Informally introduce vocabulary from the text about "grains" and "supplies" and where some grains are stored, namely, in a "granary." Ensure all learners are ready to look, listen, and respond.</li> <li>Read the cover interactively. Read the title, have learners repeat the name FREDERICK, then read and point to the name of the author/illustrator, Leo Lionni. Invite and record wonder statements. Ask who "Frederick" might be and what might happen in the story. Talk about Leo Lionni as the author <b>and</b> the illustrator.</li> </ul>		
<p><b>2. During the Read Aloud:</b></p> <ul style="list-style-type: none"> <li>Read the story, allowing time to view the illustrations. Pause occasionally (2-3 times) to invite opinions and responses. For example, when the mice are busy gathering things for the winter, why is <i>Frederick</i> just sitting? The mice ask him why he doesn't work; ask the learners what they think <i>Frederick</i> is doing. Pause on the middle (split) page, where the mice ask <i>Frederick</i> if he is dreaming. Ask, "Do you think he is dreaming?" Continue to read; <i>Frederick</i> says, "Oh no, I am gathering words, For the winter days are long and many, and we'll run out of things to say." <ul style="list-style-type: none"> <li>Note: Since this text is slightly longer than those the learners have encountered thus far, break up the reading in the middle, and continue the following day if needed.</li> </ul> </li> </ul>		

- Near the end, when Frederick conjures colours and recites his poem, ask the learners how they feel.

### 3. After the Read Aloud:

- Ask open-ended questions (grand conversation) to allow themes to emerge and to challenge and extend their thinking; e.g., What are you thinking? How do you feel? What do you think about Frederick and the family of field mice?
- Go back to their initial wonder statements.

### 4. Beyond the Read Aloud (extended learning opportunities for SGs, on subsequent days):

- Big book of Frederick and several small paperback copies available at the book centre for learners to return to and examine individually, with partners, or in SGs. Use the pictures to retell the story; point out recognized words.
- Lead Shared Reading of Frederick's poem (printed on chart paper): all join in reading the poem together (WG); identify rhyming words, colour words, words about the seasons. Post those words on the Word Wall.
- Illustrate Frederick's poem "Leo Lionni" style.
- Create a display area with cobs of corn, wheat stalks, nuts, and dried berries. Add labels (folded card stock) for learners to match with items and use with their own drawings. They may rearrange, paint, draw, and add other objects. Encourage learners to label their drawings.
- Use mouse puppets and brief readers' theatre scripts to re-enact scenes from Frederick, and make up new scenes of animals working together, getting ready for winter, etc.

## Observations: Noticing and Naming

### ***What did I notice the children doing, saying, and representing? How will I document this learning?***

[Documenting learning: anecdotal observations; audio recording; photographs; video recording; display printed quotations, and learners' drawings and writing.]

#### 1. Before Read Aloud:

- While reading the cover, the name FREDERICK was repeated several times; some had difficulty pronouncing it. Other comments I overheard were: *It's a mouse. That must be Frederick. He has a red flower.*
- Wonder statements and questions prior to read aloud:
  - *Why is the mouse called Frederick?*
  - *Who drew that mouse?*
  - *Why did they want to do a story about a mouse?*
  - *Is he going to give his flower to someone?*

#### 2. During Read Aloud (I will read with the EA, taking turns):

- During the pause on the page where Frederick sits while the mice carry corn: When the mice ask, "Why don't you work?" J and S said, *He's not working. He has his eyes shut. He's not moving.* R said, *Maybe he's thinking.*
- On the split page, the mice ask Frederick if he is dreaming. R said, *He says he's getting – gathering – words. They might run out of things to say!* J said, *but the mice look a bit mad.*
- When the mice picture different colours in their heads, many learners spontaneously added comments: *They have their eyes shut, so they're thinking about those colours. They look like paintings!*

#### 3. After Read Aloud:

- Sample Comments:

R: I like the mouse, Frederick. He's brown like me. And he likes colours and words, like me.

K: I like the mice, too. I could draw one like that.

A: I like when the bright colours come... Can you show that page?

[EA clarified and turned to that page]

C: See, the mice are happy. Those are happy colours!

B: We should make a book like Frederick, but about squirrels, like Scaredy Squirrel, only in our story he has a family and they are all getting ready for winter.

## Expectations

*What is the most significant learning demonstrated? What overall expectations are being addressed?*

**OE1** communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts (TKP, p. 182).

**OE9** demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts

**OE10** demonstrate literacy behaviours that enable beginning writers to communicate with others

**OE11** demonstrate an understanding and critical awareness of a variety of written materials

**OE22** communicate their thoughts and feelings, and their theories and ideas, through various art forms

**OE4:** Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts (TKP, p. 265).

## Reflections

*What did I learn from my observations of the learners' words and actions? What are the next steps for learning? What are my next steps? What am I wondering about professionally?*

Last year, at least half of the class thought it wasn't "fair" that the other mice "did all the work" while Frederick sat dreaming. We had an extended debate about that. I thought this issue would emerge but only two of them actually commented on that. As we continue to work with this text, this will be something to listen and watch for.

Overall, their interests were not quite what I had anticipated. For now at least, their questions about animals in winter have been sidelined. It seems the story took over. It will be interesting to see what occurs in the next few days.

Next steps:

- Return to the story tomorrow and use Frederick's poem for our Shared Reading. Observe their participation levels, especially the five ELLs and the less confident readers and speakers.
- B's idea for a class book based on Frederick needs follow up. It really is a great idea.
- Locate a collection of Leo Lionni books for the Book Centre.
- Set up an interactive display area with the objects introduced before the read aloud. Observe use of materials and ongoing questions for possible inquiry plan.
- Keep working on enriching vocabulary when joining in on their conversations during their play.

What I am wondering about?

- How can I make sure that ALL voices are heard? How can I stimulate higher-level critical thinking and critical literacy, during Read Alouds, in particular?