

## Lesson Plan Components - Kindergarten

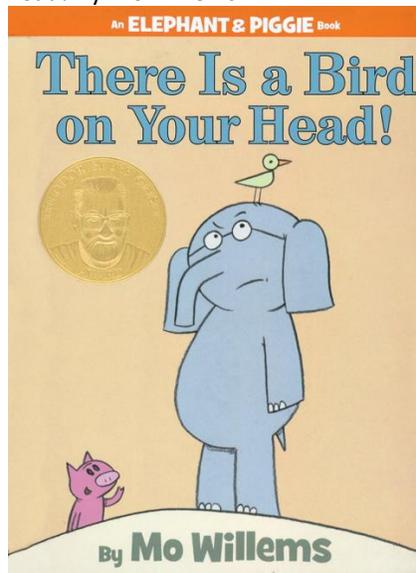
**Name:** Adapted from EDUC4727 teacher candidates' plans.

**Date:** September 10, 2018

**Timing/Time-Frame:** Afternoon right after their outdoor and nutrition break.

### PROVOCATION

- **Anchor Book:** *There is a bird on Your Head!* By Mo Willems



- Materials to build a bird nest (string/twine, pipe cleaners, feathers, sticks, assorted fabric)

### BIG IDEA(S)

The story might lead to learners asking questions regarding respect for nature; coexisting in the world with nature; working together with nature to make the world a better place.

### EDUCATOR INTENTION(S)

During our outdoor excursions at the beginning of the year, we noticed that learners were trying to catch bugs, kill bugs, pull branches off of trees, along with other behaviours that were not respectful of nature. These behaviours sparked a conversation about the importance of nature in our lives. We read and discussed the book *Step Gently Out* by Helen Frost. This discussion revolved around the idea of respecting nature and realizing that we need to coexist with nature in order to make the world work as intended.

In the story about Piggie and Gerald, a bird lands on Gerald's head without his consent. Piggie and Gerald try to figure out what to do about the bird on his head as it continues to build a life on Gerald's head. This book will prompt learners to consider what is and is not a good way of going about removing the bird's nest.

## LEARNING PLAN

### 1. Before the Read Aloud:

- Gathers the learners on the carpet where all can listen and view the text. Ensure that Z and P are sitting apart on the carpet to guarantee they are both listening to and looking at the story. N needs to be at the back of the classroom in case they need to stand or sit in their rocking-chair. S needs to have a ball or item in his hand that he can fidget with during the reading, as long as it does not become a distraction.
- Ensure that all learners are ready to listen before starting the read aloud.
- Show the learners the front cover and ask “How do you think Gerald feels about the bird on his head?” “How do you think the bird got onto Gerald’s head?”
- Point out that the author is Mo Willems and ask the learners if they have read any other books from this author: teacher will prompt with other titles.

### 2. During the Read Aloud:

- Read the story and allow time for the learners to view all of the illustrations.
  - Stop on the page (4-5) where the bird lands on Gerald’s head for the first time and ask “How do you think Gerald feels? Why? Why do you think he is upset?”
  - On page (20-21) where Piggie points on that the birds are love birds, pause and ask learners about the illustrations: “How do you know they are love birds?”
  - On page (24-25) ask the learners “Why do you think they are making a nest on his head? What is the nest used for?”
  - On page (34-35) ask the learners “What is Piggie’s good news?” “What do you think is going to happen with the eggs?”
  - On page (46-47) “What could Gerald do differently?”

### 3. After the Read Aloud:

- Finish reading and ask the learners “In what ways do you think Gerald and Piggie were working with nature?”
- Using materials provided (sticks, yarn, grass, and pipe cleaners) by the teacher, learners will build their own nest.
  - This can be a small group activity if necessary
  - Learners will touch upon why the nest is important like in the book, they will build their nests while considering what they noticed in the book.
- Ensure time to refer back to the learners’ initial wonder questions from the beginning of the lesson.

## OBSERVATIONS: NOTICING AND NAMING

### Before Read Aloud:

- When we asked how the bird got onto Gerald’s head. B said “I bet Piggie put it there to bother Gerald” and then J said “I bet the bird is on his head so that he does not have to fly and he can just get a ride on Gerald’s head”.
- H said “Look at Piggie, he looks happy about the bird being on Gerald’s head, so he must have put it there!”

### During Read Aloud:

- During the pause on page (4-5) where the bird lands on Gerald’s head for the first time and we asked “How do you think Gerald feels? Why? Why do you think he is upset?” learners were able to identify that Gerald was upset. N said “the elephant looks scared”.
- During the pause on page (20-21) where Piggie points on that the birds are love birds, only some of the learners were able to pick up on the heart between the two birds. Some learners were still slightly confused on this connection and required further instruction.
- On page 24-25 during the pause when learners were asked, “Why do you think they are making a nest on his head? What is the nest used for?” B was unsure what a nest was used for. J tried to explain what nests are used for to B, however they became frustrated.
- On page 34-35 learners were enthusiastic about trying to figure out “What is Piggie’s good news?” S was the only learner that was able to answer the following question, “What do you think is going to happen with the eggs? S said that they thought that there may be baby birds in the nest.
- On page 46-47, during the pause, many learners had ideas of what Gerald should have been doing differently. Learners often were unable to agree on one answer, either insisting that their answer was correct or they liked multiple answers.

### After Read Aloud:

- Learners noticed the pigeon on the back cover and D said “that is the pigeon from the pigeon books” and this sparked a conversation about how both books are written by Mo Willems. Then we looked through various Mo Willems books to see if we (as a class) could find connections in them as well.

- J asked “why did they have to keep the eggs safe if they were going to break anyways to let the birds out?” This comment sparked a good discussion.
- M asked about what happened to the birds’ nest after the book ended. This brought up the idea of making up our own stories about what happens after the birds landed on piggy’s head.
  - possibility for an extension

## EXPECTATIONS

**OE1** - communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts.

**OE4** - demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts.

**OE7** - participate actively and regularly in a variety of activities that require the application of movement concepts.

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

**OE14** - demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings.

**OE17** - describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation.

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

**OE29** - demonstrate an understanding of the natural world and the need to care for and respect the environment.

## REFLECTION

In a previous year, learners were more focused on what Piggie was doing or not doing to help Gerald solve his problem. This year the majority of the learners were concerned with how Gerald was reacting to the bird(s) on his head. Having read *Step Gently Out* previously with the class seems to have had a notable influence on how learners interpreted the book.

As we continue with next step learning opportunities, it will be interesting to see if learners’ perspectives change or continue to expand on their current understanding of what they believe that Gerald did well, or could have done better. Learners received the big idea of the book relatively accurately.

### Next Steps:

- Challenge learners to create a container to protect an egg. Learners will have the opportunity to use any material that they find in class or bring additional materials from home. Learners will be provided an egg to test to their creations.
  - This can be done in small groups with materials at the table if it is easier than individual for certain learners.
- Return to the story tomorrow to first refresh learners’ memories on key aspects of the story as they make plans to protect their egg.
- Referring back to J’s comment regarding the eggs, “why did they have to keep the eggs safe if they were going to break anyways to let the birds out?” a more in-depth discussion could take place to explain why the eggs needed to be protected until they were ready to hatch.
- Bring a number of books by Mo Willems for learners to review.
- Incorporate more environmentally friendly activities into learners play opportunities.
- Ensure that learners have the chance to engage with the environment and the plants, animals, and insects that are in the environment.

### What am I Wondering About?

- How can we make sure that all of the learners have a greater understanding and appreciation of the environment and wildlife?
- How can we have learners demonstrate that they are using/ starting to use higher level thinking?
- What is a future activity that allows learners the opportunity to demonstrate that they have a grasp on the topic?