

Saint Joseph's University
Pennsylvania Standards Aligned System
Lesson Plan Format

Candidate Name: Caroline Lafferty

Course: Student Teaching

Subject: Morning Meeting

Grade Level: Kindergarten

Duration: 25 minutes

Lesson Context:

Big Ideas and Essential Questions

Big Ideas:

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating

- EQ: What do good listeners do?

An expanded vocabulary enhances one's ability to express ideas and information

- EQ: Why do we learn new words?

Central Topic and Concepts of the Content Areas

Learning about diversity and change during Black History Month

Interdisciplinary Areas (if applicable)

n/a

Lesson situation

Following their entrance from the Gym, students will be called to the carpet by rows when everyone in the row has sat in "bubblestar." Once all students have been called to the carpet, they will remain for the entirety of the morning meeting, and will be called back to their seats by the end of the meeting to go into their math lesson. For students that misbehave, they will be given a class warning, then an individual warning. If the student still has not fixed the behavior, they will be sent back to their seats to sit "bubblestar," and will be called back to the lesson once they have sat in bubblestar quietly.

Prerequisite Skills

Students have done this almost everyday since the beginning of the school year, so it is expected that they are able to follow directions one they are on the carpet, and are used to the routine.

Learner Outcomes (Instructional Objectives):

By the end of the lesson, students will be able to identify the type of weather outside, and will be able to give an explanation as to why

By the end of the lesson, students will be able to identify what the date is by repeating after the calendar helper

By the end of the lesson, students will learn about the definition of change, and what they can do in order to put change into their lives.

Related Academic Standards: (Common Core and/or PA Standards – as relevant to the standards used by the school district)**Standard - 16.2.K.B1**

Identify similarities and differences between self and others.

Standard - CC.1.2.K.B

With prompting and support, answer questions about key details in a text.

Standard - CC.1.2.K.F

With prompting and support, ask and answer questions about unknown words in a text.

Standard - CC.1.3.K.I

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.

Vocabulary:

- **Change:** to make something different
 - **Tolerance:** willing to accept or respect what is different in others
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Materials:

- Class calendar (on whiteboard)
- "Change Sings" By Amanda Gorman

Resources:

Instructional Procedures(s):

To begin, students will be seated at their desks. The teacher will examine the students, and will determine if the classroom is ready to come to the carpet. If not, the teacher will give the class a reminder of what their behavior should look like, or will point out individual students who are examining the behavior so that the others will have a concrete example. Once the classroom has been examined, the teacher will call the students up to the carpet, and will remind them to sit in their designated spots on the carpet.

Once students have been called up to the carpet, student A, or the "weather helper" will be called up to look out the window and to tell the students what the weather is like outside. Once the students have determined what the weather is like, student B or the "calendar helper" will be called up to the board to tell the classroom what the date is. The student will first say "today is" followed by the date, and the students will repeat back to student B. Once the date has been established, the student will sit back down onto the carpet.

To open up the read aloud, teacher will ask the students what the class has been reading about during their morning meetings. The students will give their response, and the teacher will tell the students that they have been reading about black figures who inspired change for equality. Then, the teacher will present the book to the students, and will tell the students the name of the book.

The teacher will open to the first page, and after the quote "i don't fear change coming. And so I sing along." The teacher will tell the students to "give a thumbs up if you know what change means." The teacher will then call on one of the students, and then will give the definition of the word change.

The teacher will continue to read until page 12, where they will ask the students "the characters in the book are in the park with large bags, what do you think they are doing?" The teacher will call on one friend to answer, and then will tell the students that the characters are picking up trash, and are changing the park to make it a better place for the kids to play

On page 16, the teacher will explain to the students what the word "tolerance" means

On page 20, the teacher will read the page, and then ask the students what the kids are

doing in the park, and then will call on a few students to answer. The teacher will respond accordingly.

The teacher will read till the end of the book, and then will go over the definition of change again. After going over the definition, the teacher will ask the students “what are some things that you can change for the better?” The teacher will also give examples so that the students can have a structured idea of what the teacher is looking for.

To wrap up the lesson, the teacher will tell the students that the story concludes at the end of the morning meeting, and then will send their students back to their seats.

Addressing Learners’ Diverse Needs:

- For students with learning disabilities, they will be sitting towards the front of the class so that the teacher can ensure that they are paying attention. Students will also be asked to respond to the question, and encouraged to ask questions that pertain to the book

Formative/Summative Assessment:

Formative: students will be asked questions throughout the book to mark if they have paid attention, and can answer questions that are relative to the book, and the illustrations that follow the book as well.

There is no summative assessment for this lesson.

Reflection:
