

Day 1 Lesson Plan

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3rd grade

Learning Goals: Students will understand what a New Year's resolution is and will be able to write their own resolution. Students will be able to use green screen technology to record their own video.

Standards' 3.4-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

SL 3.4-Report on a topic or a text, tell a story, or recount an experience with appropriate facts and relevant, specific details, speaking clearly at an understandable pace.

SL 3.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL 3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Methods: Teacher addresses the class from the front of the room. Both teachers introduce themselves and say hello. "Who in here celebrated New Year's Day on Sunday?" The teacher pauses while students raise their hands. "Well today we are going to make videos of our New Year's resolutions. Raise your hand if you know what a New Year's resolution is." Students raise hands and teacher calls on one student who has their hand raised, "What is a New Year's resolution?" If the student is correct, the teacher says, "very good". If the student is incorrect, the teacher says, "not quite". The teacher holds up the book, "Just in case you don't know what a New Year's resolution is, we are going to read a book that will help you understand them better. This book is called *Squirrel's New Year's Resolution*." Jacob reads the book and Kayla displays the digital pages on the board.

After reading the book, the teacher asks, "now, after reading the book, who can tell me what a New Year's resolution is?" Students raise their hands and the teacher calls on a student to answer. Teacher asks, "Who can name one of the characters that made a resolution in our book?" The students raise their hands and the teacher calls on one who names a character. The teacher then says, "Good, now what was that character's resolution" and calls on another student to answer. This continues until the students have named all of the characters and their resolutions (bear-teach others to read, skunk-learn to read, turtle and mole-plant a garden, porcupine-be less grumpy, squirrel-help someone every day). The teacher then says, "Now I want you to think-don't say it out loud yet-about your own New Year's resolution. Remember from our book, how did Rabbit say that we need to make a New Year's resolution?" The teacher calls on a student who says, "Think of a way to improve yourself or a way to use what you're good at to help others." The teacher says, "Good. I want you to think of the same things when you're writing your own New Year's resolutions. We are going to make a video tomorrow that tells all about our New Year's resolutions, so today, you need to decide what your resolution will be." "We will use this paper (teacher holds up the graphic organizer) to write about 2016 and what we hope to see happen in 2017. Then draw a picture of your resolution on the back that we will use in your video." "Here are some examples of what your video will look like when you are all

finished.” Teacher plays the sample green screen videos and then passes out the graphic organizers. “When you finish the front, bring your paper to one of us and we will check it before you begin drawing.” The teachers circle the room looking at the students’ work. As students finish they take their paper to a teacher. If the paper is complete, the teacher then gives them crayons to begin their drawing. As students finish their papers, they turn them in and take a computer to work on Hour of Code.

At 11:15, teacher announces, “we now have five minutes left in class, so be finishing up your drawings and putting away your crayons. Tomorrow we will learn to record videos and make our final projects, so make sure you’re ready for that.”

At 11:20, the teacher dismisses the class, “See you tomorrow!”

Materials/Resources:

- Squirrel’s New Year’s Resolution physical and digital copy
- New Year’s Resolution graphic organizer for each student
- Crayons
- Green screen
- iPad with green screen app

Connection to Prior Knowledge: Connects to 2nd grade standards SL 2.4 and 2.5 about recounting stories and L 2.3 and 2.6 about using language and new words.

Assessment:

Before-Asking questions in class

During-Graphic organizer

After-Green screen video

Special Needs of Students:

Enrichment-More questions and more difficult questions asked of this group

Intervention-Less difficult questions directed toward this group

Reflection: This lesson is physically appropriate because it allows the students to move from one place to another, spending some time sitting on the floor reading a book, sometime at their desks writing and coloring on paper, and some time using the computer. This lesson is cognitively appropriate because the students are beginning with a topic they know little about and using the context of a book and their own background knowledge to construct a meaning for the topic and apply it to their own lives. This lesson is appropriate for language development because it requires students to communicate clearly through the use of both written and verbal language. This lesson is appropriate for social emotional development because the students use personal reflection to come up with their New Year’s resolutions, and then work in cooperative pairs to film videos, as well as participating in class discussions. This lesson is appropriate for the students’ interests because the topic of New Year’s resolutions is a very relevant topic in their culture right now, being the first week of January, and because the green screen technology is a new and innovative technology that most students have never had the opportunity to explore on their own before.

This lesson went well. The book activities went much faster with the third graders than with the second graders, but the third graders took much more time with their pictures. The third grade

students easily grasped the concept of New Year's resolutions and made their own with little prompting.

If I could teach this lesson again, I would probably go a little more in depth with the third graders, as they seemed to grasp the concept of resolutions more easily than I had expected. However, I really liked the method of discussing what the students thought a resolution was before and after reading the book, which provided a demonstration of how their thinking had changed as a result of what they learned from the book. Anytime that I taught the lesson I would want to keep this pattern consistent.

The evaluation strategy in this lesson involves looking at the papers the students have completed in preparation for their videos. These papers demonstrate that the students understand from the context of the book what a New Year's resolution is and can communicate that idea through both words and pictures.

The students in this class learned the lesson that we intended for them to learn. These students were able to explain resolutions when asked in the group discussion time after reading the book and made their own resolutions that they could explain in both words and pictures.