

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

Lesson Title: Beginning of Year - Chrysanthemum

Standard: G2-1.5 identify elements of a story / G2-1.9 compare and contrast personal experiences of characters in stories

Grade Level: 1st-2nd

Lesson Materials: book *Chrysanthemum*, individual paper for name, anchor chart T-Chart, two colors of sticky notes

Lesson Duration: 40 mins. (2 days)

Dimension	Description
Learning Goals	The student will: Compare and contrast their experiences on the first day of school with that of the character in the story.
Criteria for Success For the student: For the teacher:	I can visualize a story. I can identify the parts of a story. (character, setting, problem, solution) I can compare and contrast my 1st day of school with Chrysanthemum's first day. I can create a name board to represent me. Students will listen to the story and visualize what is happening within the story. Throughout the story the teacher will ask questions regarding characters, setting, problem, and solution in the story. The teacher will notice students ability to successfully: 1) respond to T-Chart comparison questions 2) compare their personal experiences with the main character 3) record information about their own names in comparison to the main character
Tasks and Activities that Elicit Evidence of Learning	1) The teacher will read aloud the story <i>Chrysanthemum</i> and pause to have students visualize the story. 2) The students will respond conversationally about story element questions. 3) When the story is done, the teacher will have an anchor chart (pre-made organizer form with the character drawn out and with the headings: characters, setting,

	<p>problem, solution listed. The students will be given sticky notes to use when they're put into small groups to help answer each section in a group discussion.</p> <p>4) Whole group discussion and fill in the organizer together.</p> <p>Day 2 -</p> <p>5) Play the video of the book <i>Chrysanthemum</i> again for a refresher. Review the anchor chart made prior with the story elements. Today we're focusing on how they're the same/different from the main character.</p> <p>6) Group discussion on good friend vs. bad friend behaviors from the story.</p> <p>7) Create a class anchor chart with these ideas.</p> <p>8) Then add personal experiences to this chart.</p> <p>9) Students then choose one example of each that has meaning to them to write one sentence and illustrate on the organizer page.</p> <p>10) You could create a small video (using Spark.adobe.com) having each student reading their suggestions for good friend actions using their illustrations as the background picture.</p>
<p>Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions</p>	<p>Who is the main character? What is the setting (where and when)? What is the main problem in the story? What evidence did you hear? What is the solution to that main problem? Give an example of a bad friend behavior shown in the story. How would you feel if that happened to you? Give an example of a good friend behavior shown in the story. How would you feel if that happened to you?</p> <p>Key Misconceptions: Multiple characters vs. main characters What one views as "bad" or "good" friendship behaviors may not align.</p>
<p>Extending Thinking During Discourse</p>	
<p>Descriptive Feedback</p>	
<p>Peer Feedback</p>	
<p>Self-Assessment</p>	<p>Students will participate in group discussions. Students will then choose a meaningful good and bad situation for themselves to represent in their individual work.</p>

Collaborative Culture of Learning	Students will work in groups to discuss the story elements and create a group consensus to put on the class anchor chart.
Use of Evidence to Inform Instruction	

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: Amanda Kettling