

Lesson Plan Components - Kindergarten

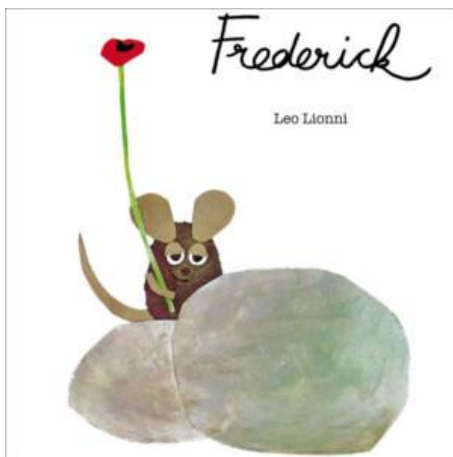
Name: Ms. Reid (Educator) and Ms. Wright (Educational Assistant)

Date: October 5, 2018

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

PROVOCATION

Anchor book: *Frederick*, by Leo Lionni



- Display: A poem on a poster, a cob of corn in its husk; a bundle of wheat stalks, nuts, and dried berries.

BIG IDEA(S)

The story might lead to learners asking questions about *what is fair; what it means to work; how different people contribute in different ways to a group; how the changing seasons affect what we do; where mice go in winter and what they eat.*

EDUCATOR INTENTION(S)

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.

During the month of September, the class has also been listening to and chorally reading *poetry* and talking about *words*. A series of short poems and rhymes are posted in the classroom and the learners have been joining in our daily Shared Reading sessions (an ongoing practice). The learners have been participating eagerly, noticing the spaces between words, and identifying which words rhyme. They have been constructing some of the words with magnetic letters, and these words have been printed and added to the interactive Word Wall.

In the last two weeks of September, the featured anchor books included *Leaf Man*, and *Red Leaf, Yellow Leaf*, both written and vividly illustrated by Lois Ehlert. Inspired by *Leaf Man*, the learners collected coloured leaves and sticks from the local wood lot to make leaf creations. In *Leaf Man's* travels, he is blown by the wind over autumn marshes and fields with "pumpkins and winter squash." These urban learners had many questions about what farmers grow in the autumn. This led to a storytelling session of the folk tale, *Stone Soup* (where a whole village contributes the ingredients to a communal pot of soup). Families and caregivers

brought in various vegetables, and we made “stone soup.” One group of learners started asking what animals do, and what they eat in the colder weather, and the whole class became interested in finding out more. Informational books were gathered from the library and placed in the book centre.

It seemed good timing for a fictional story about animals and food in the fall and winter.

In the story about the mouse Frederick, a family of field mice is busy getting ready for winter by gathering food supplies, while Frederick says he is gathering sunrises, 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.

LEARNING PLAN

1. Before the Read Aloud:

- 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 focussed.
- Ensure that all learners are ready to listen before starting the read aloud.
- Show the learners the front cover of the big book format of *Frederick*. Read the title, have learners repeat the name FREDERICK, then read and point to the name of the author/illustrator, Leo Lionni. Invite wonder statements about who “Frederick” might be; what might happen in the story. Ask: what do you notice about the cover illustration?
- Point out that the author and illustrator is Leo Lionni and ask the learners if they have read any other books from this author: teacher will prompt with other titles.
- Do a selective “picture walk” by showing four or five illustrations from the big book to stimulate further wonderings about the story’s setting, characters, and events.

2. During the Read Aloud:

- Read the story and allow time for the learners to view all of 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 Frederick just sitting? The mice ask him why he doesn’t work; ask the learners what they think about what Frederick is doing.
 - Pause on the middle (split) page, where the mice ask Frederick if he is dreaming. Do you think he is dreaming? Let’s see what he says: “ Oh no, I am gathering words, For the winter days are long and many, and we’ll run out of things to say.”
- Since this text is slightly longer than those the learners have encountered thus far, we may break up the reading in the middle, and continue the following day if needed.
 - Near the end, when Frederick conjures colours, and recites his poem, ask the learners how they feel.
 - On the final page, Frederick “blushes”. In an intentional interaction, ask, How can we figure out what “blushed” means? Reinforce looking at the illustration (the colour of Frederick’s face) to infer what this means.

3. After the Read Aloud:

- Have a Grand Conversation: Ask open-ended questions to allow themes to emerge; encouraging the learners to voice personal responses, using prompts to challenge and to extend their thinking (see TKP, E 1.6, p. 189):
- What are you thinking? What do you feel? What do you think about Frederick and the family of field mice?
- Go back to their initial wonder statements. Why do you think Leo Lionni chose a mouse for his story? Why did he write about a family of field mice? How did he choose his colours? How do the browns and grays feel? How do the brighter colours make you feel? Why do you think that? Did you find out anything about mice and what they do in the winter?
- **Finally, Return to Frederick’s poem.** (Have it projected or printed on chart paper). If time permits, we will lead shared reading of the poem; learners join in where and when they are able. Otherwise, we will save the poem for the next day.

OBSERVATIONS: NOTICING AND NAMING

Before Read Aloud:

- The name FREDERICK was repeated several times; some had difficulty pronouncing it.

- Sample comments: *It's a mouse. That must be Frederick – that's his name. Yeah, he's a mouse, and he looks kinda happy. He has a red flower.*
- Wonder statements and questions (recorded on chart paper by EA): *Why is the mouse called Frederick?* [E prompt: do you think the author, Leo Lionni, the person who wrote the story, decided to call the mouse Frederick?] *I guess so... Did he draw that mouse too?* [E: what do you think?] *Maybe...* (E: yes, The cover just has Leo Lionni after the title, so that means he wrote the words and did the illustrations, the pictures.) *Oh, but why did he want to do a story about a mouse? Why did he do colours all brownly, and just that red flower? But what is he going to do, that mouse? Is he going to give his flower to someone?* [E: maybe we'll find out when we read the story. Let's begin...]

During Read Aloud:

- During the pause on the page where Frederick sits while the mice are carrying yellow corn, with the yellow sun in the sky, the mice ask Frederick, "Why don't you work?"
- Comments: J and S say, *He's not working, He has his eyes shut. He's not moving.* R says, *Maybe he's thinking.*
- On the split page, the mice ask Frederick if he is dreaming. R says, *He says he's getting – gathering – words. They might run out of things to say!* J says, *but they – the mice – look a bit mad.*
- When the mice picture colours in their heads, many learners spontaneously added comments: *They have their eyes shut, so they're thinking about those colours. Yeah, 'cause of what Frederick says to them. They look like paintings. They look nice.*
- On the final page, where Frederick blushed, E asks How can we figure out what "blushed" means?
- *In the picture, his face has red on it. Like he's feeling funny.* E: Do you think Frederick might be feeling funny? YES. E: Do you blush when you are feeling embarrassed? The learners did not pick up on this, so E asked: How does he feel? HAPPY! *He's smiling. Cause of his poem.*

After Read Aloud:

Grand Conversation (audio recorded):

- What are you thinking? What do you feel? What do you think about Frederick and the family of field mice?
R. I like the mouse, Frederick. He's brown like me. And he liked colours and words, like me.
J: But he other mice did everything. They were nice. Frederick was mean.
R. Not mean. He was... just thinking...
S. But he didn't help the other mice at first. But later he did.
L. Yeah, he got them those colours, and then said the poem.
K: I like the mice. I could draw one like that.
A. I like when the bright colours come... Can you show that page?
EA: You mean where the mice are thinking the colours in their heads?
ALL: YEAH!
EA: So what did Frederick give the other mice?
L. The colours.
R. And the poem!
E. Ah, the poem, we can read that poem again tomorrow; here it is printed for us. [Note: time did not permit]
- Possibilities for extensions: place other books by Leo Lionni in the Book Centre; make a class book like Frederick, about squirrels getting ready for winter (suggested by the Learners; they have read Scaredy Squirrel, by Melanie Watt).

EXPECTATIONS

OE1: Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

- 1.1 explore sounds, rhythms, and language structures.
- 1.2 listen and respond to others, both verbally and nonverbally.
- 1.4 sustain interactions in different contexts
- 1.5 use language (verbal and nonverbal communication...(e.g., contribute ideas during shared or interactive writing).
- 1.6 use language... to communicate their thinking, to reflect, and to solve problems
- 1.7 use specialized vocabulary
- 1.10 retell experiences, events, and familiar stories in proper sequence

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
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

REFLECTION (by Educator)

I've read Frederick to other classes, but this group of learners surprised me in many ways.

First of all, this was the first time I used a provocation, in the form of a display, before the Read Aloud of Frederick. This was the EA's idea, and she took care of it. The learners responded well. They interacted and had good conversations about the display, and we were able to sneak in some vocabulary (granary, supplies) to prepare them for the text, which is a challenging one for K learners. I was fascinated by their interest in arranging the objects to look "nice" or aesthetically pleasing.

This sense of aesthetic showed itself again during the read aloud; they were interested in the use of colour, for example.

I was surprised at the turn the grand conversation took after the read aloud.

Last year, when I read Frederick to my Grade 2s, at least half of the class thought it wasn't "fair" that the other mice did all the physical work, while Frederick sat dreaming. We had quite an extended debate about that. I thought this issue would emerge this year with the Kindergarten learners, but only two of them actually commented on that. Maybe this group, and this age in particular, is more understanding and tolerant about differences, and different kinds of contributions to a group? (Something to continue 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:

Reading (OE9; 9.1): 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.

Display Frederick's poem; engage in Shared Reading (WG); identify rhyming words, colour words, words about the seasons. Post those words on the Word Wall.

Writing (OE10; 10.2): Create found poems (SG Interactive Writing with EA or E). Choose words and phrases from the text to create poems; E/EA leads writing with markers on chart paper; learners contribute letters and/or words they know and recognize. Use magnetic letters to construct words. Learners may illustrate the poems, "Leo Lionni" style. Printed, illustrated poems to be displayed for reading together.

Reading and Art (OE22; 22.1): Return to display area (initial provocation). Add labels (folded card stock) for learners to match with items and use with their own drawings. They may rearrange, paint, draw, add other objects. Encourage learners to label their drawings. Place 2 iPads on/near the table for self-documentation when E or EA are not present. (For example, if learners create and label an arrangement and add drawings, place their name card by the display, and photograph it to show the E and EA later)

What am I 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?
- How can I stimulate and pick up on learners' inquiries? For example, *what do animals do in winter? why do the seasons change?*