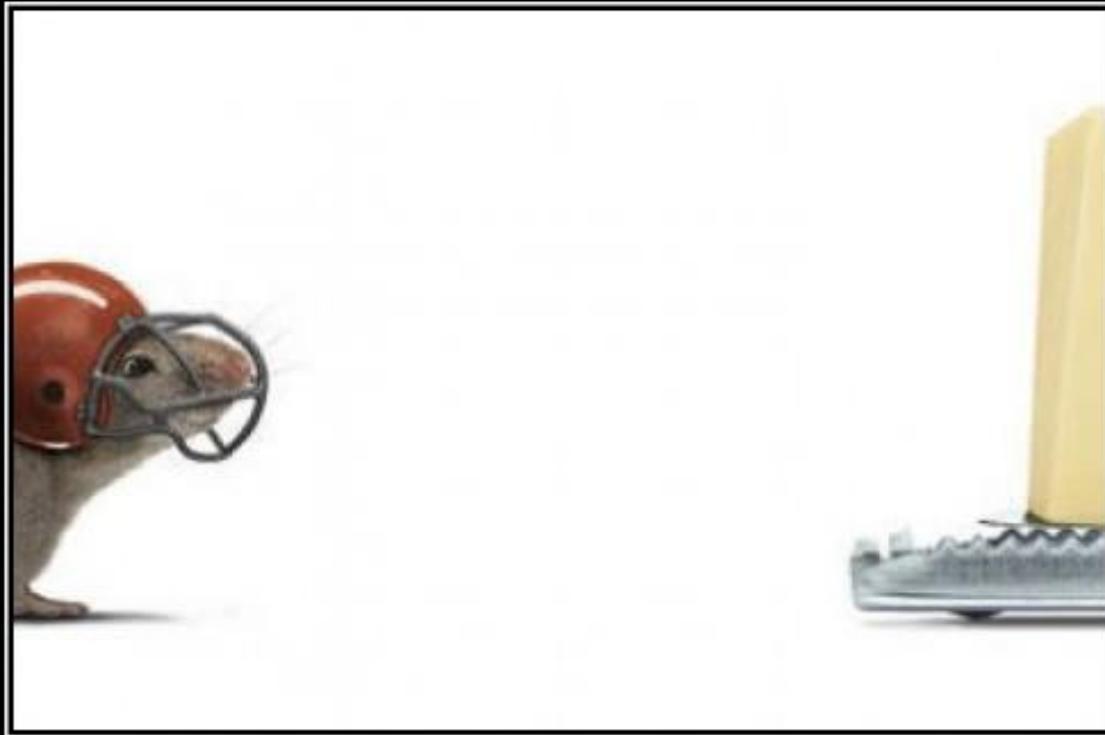


Lesson Planning



PREPARATION

“By failing to prepare you are preparing to fail.”
Benjamin Franklin

What is a Lesson Plan?

- Lesson plans are a detailed description of what you will teach the group in a given period of time.
- Lesson plans give us a goal, guide, sequence of events, special considerations for the group, materials, & sources cited for the lesson
- Think of a lesson plan as a “rehearsal” for your class. “A goal without a plan is simply a wish.”

Why is a Lesson Plan Important?

- The after school environment can be unpredictable; the lesson plan serves as a constant.
- Helps you to plan out what you are going to say. (the culture will eat the structure of the unprepared!)
- We honor ourselves and our audience by being prepared. We are not babysitters. We are youth development professionals, with positive, powerful, potential to affect the future!

What are the Expectations for Lesson Planning?

- You should turn in your lesson plans **on time or early**, so that your supervisor can review them.
- **Use approved resources.** We have tons and tons of wonderful, books, kits, and information on which you can base nearly every lesson on. We love new ideas, of course; just avoid “spinning your wheels.”
- They should be done **neatly, thoroughly, and thoughtfully!**
- They should include **ALL** of the important parts on the template.

What are the parts of a lesson plan?

Tell me, I forget.

Show me, I remember.

Involve me, I understand.

-Carl Orff

- **Activity:** What is the name of your activity - its focus?
- **Program leader:** your name
- **Activity source:** Where did you find the activity - book & page number, sources cited?
- **Activity location:** Where is your preferred location? Remember, other group leaders may need the same space you have requested. Please make sure you let us know so that the coordinator can figure it out or let you know if there is a school conflict.

- **Brief Description:** Describe to your coordinator the main idea of the lesson



- “THE STUDENTS WILL... learn about French Heritage”
 - “THE STUDENTS WILL....learn about Leonardo da Vinci and his artwork. The students will create a piece of art using his style.”
 - “THE STUDENTS WILL...learn the rules to and play spelling kickball”
- **Supplies Needed:** Items that you will need to facilitate your lesson effectively. Be creative and try to use supplies we have in stock. If you need something special, you need to let your coordinator know ahead of time!

- **Pre-Activity Prep:** Tell your supervisor of any set up that you need to do. Include copies that must be made, or supplies that need to be acquired. Include any prep you need to do in the room.
- **Goals/ Standard:** How does your lesson support the Common Core standards and/or connect with what the students are learning during the school day?

We will talk more about this later in the training.... To be continued.....

- **Introduction to activity:** How will you introduce the activity?
 - Anchor kids interest: be enthusiastic!
 - Grab the attention of your learners!
 - Canvass for previous knowledge of the topic “Have you ever...?”
 - Review rules/reintroduce yourself
 - Play a video/audio clip topic intro
 - Review previous lesson: “Do you remember...?”
 - Bring props
 - Show pictures
 - Student volunteer to review or do intro
 - Ice breaker
 - Exercise



- **Pacing the lesson:** Describe the sequencing of your lesson and label how much time each part should take.

******* ALWAYS BE THINKING ABOUT SUPERVISION !!!*******

- Write down any questions you will ask along the way
- Directions for individual activities within the lesson
- Write down any transitions that you might need to make
 - What is in your back pocket?

- **Conclusion:** Always end your lesson by checking for understanding, relevance and added value:
 - Did the students learn what you wanted them to learn? How will you know?
 - Ask questions to the students to check for understanding
 - Have students journal/draw what they learned
 - Can they apply what they learned to real-life experiences? What is the take-a-way?
 - Choose a volunteer to summarize and review
 - Tell/read a story using similar themes to reinforce and extend your lesson. Could this become project-based?



What were the successes and challenges of the activity?

Why a Back-Pocket Plan?

- You need to have a back-pocket plan in the event that:
 - Your activity concludes sooner than expected
 - The room or space you want to use is unavailable
 - You do not have enough students to run your activity as originally planned
 - Your plan just isn't working out as you intended
 - Hey, everyone has made a plan that fails; don't stress* Prepare, deliver, assess, adjust...

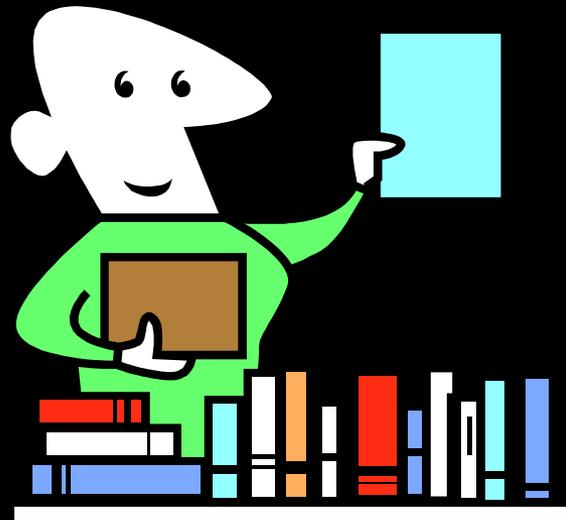
Special Considerations

- Use the “notes” section on the lesson plan to anticipate the following things:
 - Management: students who cannot sit next to each other (challenging behavior, parent/teacher requests)
 - Health concerns
 - Students who may be academically/socially behind or ahead of the group. How will you keep them engaged? (Back into/Accelerate into CC)

Lesson Accomplished; Now What?

- Hand in your lesson to your supervisor
- Have some “back pocket” ideas ready for group transition time and if the lesson ends early.
- Make sure it is readable and has enough detail to be replicated in the event of your absence
- Read any comments that your supervisor leaves for you. SC’s are your go-to “guys!”
- Review your lesson plan before you teach it!
- Have fun with your creation!!!!

Let's return to The Common CoreWhat's it all about?



What's at the Core of The Common Core?

- CC Development Process (2009-present)
- What does CC mean to After School practitioners?
 - Be reassured! We are not implementing the CC; we are supplementing!
 - We already know how to harness the privilege and power of Expanded Learning Opportunities!
 - Youth-serving organizations have long-focused on those relationships and overarching skills students need to be successful, AKA...

Habits of Mind

Here's the "Common Core-ese" Definition

- Knowledge, skills and dispositions that operate in tandem with the academic content in the standards and offer a portrait of students who, upon graduation, are prepared for college, career and citizenship. These are skills that are critical to academics and to success in work and life.
- AND these are skills we elicit, encourage and employ in After School Programs...

What are Habits of Mind?

- Perseverance – Stick to it!
- Managing Impulses – Take your time!
- Listening With Empathy & Understanding
- Thinking Flexibly – Look at it another way!
- Striving for Accuracy – Check it again! Be clear!
- Applying Past Knowledge – Use what you learn!
- Questioning & Posing Problems – How do you know?
- Gathering Data Through Our Senses – pay attention to the world around you!

- Creating, Imagining & Innovating – Try it a different way!
- Taking Responsible Risks – Live on the edge of one's confidence!
- Thinking Interdependently – Work together!
- Responding With Wonderment & Awe – Find the world awesome, mysterious, intriguing, beautiful!
- Remaining Open to Continuous Learning – Quality learning experiences can occur anytime, anywhere!

Unpacking the CC Toolkit

- CCR Anchor Standards/K-12 Standards
~ The Scaffold effect
- The CC Shifts: 3 Key Ideas
- How do we shift After School learning experiences from commonplace to common core?
- ELA/Math resources to help us make the CC connection from school day to after school
- Lesson Plans

2009 SACC Activity Plan

Activity: Math Games
 Group Leader: Laura
 Assistant Group Leader: Ashley
 Start Time: _____ End Time: _____
 Activity Location: Room 203

Date March 3 Day Thursday
 Age Group 3rd/4th Max. # _____
 Session 1 Session 2

Brief Activity Description: Students will make fraction pizzas.
 * You could make real pizzas & make this into a cooking project too.
 * Where did the idea come from?

Resource Title or Website: _____
 Supplies needed for this activity: Construction paper, various toppings, order forms, scissors, glue sticks
 Describe Pre-Activity preparations: * Have you checked to see if a local pizza shop would donate a few order form examples? Or may be willing to come talk w/ kids about making real pizzas.
gather materials, make order forms

Activity Goal: (please explain)
 Management
 Academic math-fractions
 Physical
 Social working together / cooperation

State Standard Met:
Students will identify and create fractions
 * See back for details.

Describe the steps you will follow to facilitate the activity: * You should also discuss geometric shapes. Shapes related to pizza would be helpful.
 1. How will you introduce the activity?
As a large group, discuss fractions. Be sure to talk about numerator, denominator, half and whole

2. How will you conduct the activity? (Please give detailed steps and use additional space on the back if necessary)
Students will work together with a partner for this activity (try to match students with a good understanding of fractions with someone who may struggle). Each partner group will receive an order form which tells them how their pizza should be made. Students will add the toppings to their pizzas based on the order forms (students that don't finish their pizzas during session will have time to finish them the following week.) * How will order forms be filled? Are they being completed prior to students arriving?

3. How will you conclude this activity? "What we have learned today is going to help you ..."
see one way that fractions can be used in every day life.
 * Will you have examples/ideas if students cannot develop their own ideas.

* Love this!

* You could also make a square pizza, & speak about those shapes too.

- Common Core:

- * Partition circles / rectangles into equal parts. Describe these partitions using describing words (half, quarter, third, etc.)
- * Compare & contrast shapes, recognizing attributes of each - compared to the other.
- * Apply mathematical techniques learned regarding geometric shapes in a context of solving real-world mathematic problems.

2009 SACC Activity Plan

Activity: Trailblazers
Group Leader: Laura Kitchen
Assistant Group Leader: _____
Start Time: _____ End Time: _____
Activity Location: Art Room?

Date 3/12 Day Thursday
Age Group 3 Max. # 10
Session 1 Session 2

Brief Activity Description: Students will create haiku poetry.
Won't they learn about Haikus first? (Traditional form of Japanese poetry, typically about nature, 5, 7, 5 syllables, etc...) Make sure kids know what haikus are.

Resource Title or Website: Fun Literacy Activities for After-School Programs
Supplies needed for this activity:
lined paper, pencils, large white construction paper, markers,
paint, paintbrushes, cups for water
Describe Pre-Activity preparations:
gather materials, make example * see suggestions below

Activity Goal: (please explain)
Management
✓ Academic Common Core Reflected
✓ Physical You could clap the syllables!
✓ Social Kids could work & share in pairs or small groups.

State Standard Met:
Students will develop original literary texts that use rhythm and rhyme to create short poems and songs

* see Reverse

Describe the steps you will follow to facilitate the activity:
1. How will you introduce the activity? What's a great way to introduce haiku? (maybe with a haiku you've written 😊)
I will read a haiku - How will you grab kids' interest?
2. How will you conduct the activity? (Please give detailed steps and use additional space on the back if necessary), Fun!
→ make sure students understand syllables.
- Discuss haiku poetry with the students → 3 lines - line 1: 5 syllables, line 2: 7 syllables, line 3: 5 syllables; mentions nature, uses every day objects, doesn't rhyme, Japanese
- Show students examples of haikus. - model yours, group write, share books
- Students will have the opportunity to write their own haikus (independently? Small groups? Whole group?)
- Once the haikus are finished students can rewrite them with marker on the large construction paper - could they make a class book - could they read at Family Night
- Students can then paint a picture to go along with their haiku. Love it!
3. How will you conclude this activity? "What we have learned today is going to help you ..."
be aware of different form of poetry from another country.
finish early, or

OR →

→ if you want to extend, ask kids to research other poetry forms that are popular in Japan (Tanka, Senryu) &/or other countries. I've attached a resource.

Notes:

- Could you bring some haiku books for kids to browse?
↳ school librarian may be helpful
↳ we can borrow from Prendergast

- you could intro. the lesson with this Haiku & kidzone poetry, by Leanne Guenther

I am first with five
Then seven in the middle
Five again to end.

"Listen for the clues; be detectives!"

- check the kidzone site for "What am I?" haikus - kids could make a game!

Yours, to model:

^{Intro &}
Here's a new poem
Can you guess what kind it is?
You will soon find out!

Reflecting the Common Core:

- produce writing that is appropriate to task & purpose
- Use technology to produce & publish writing
- Conduct short research projects
- Create & present a poem, narrative, play or artwork in response to a particular theme or author.
- Participate in collaborative discussions, building on others' ideas & expressing their own clearly.

MAPS

Management

- Time management
- Self management
- Organizational skills
- Trust
- Behavior management
- Decision making skills
- Character Development
- Strategy/Problem solving

Academics

- Reading comprehension
- Language
- Writing
- Mathematics
- Science
- History

Physical

- Fine motor skill development
- Large motor skill development
- Cardiovascular development
- Coordination
- Skill Development

Social

- Self-expression
- Self-identity
- Peer relations
- Leadership/support
- Cooperation
- Communication skills

Group Leader Assistant Responsibilities:

Please list the GLA's assignments for this activity.

1. _____
2. _____
3. _____
4. _____



This article contains the many different poem types. These include all known (at least to my research) forms that poems may take.

If you wish to read more about poetry, these articles might interest you: [poetry techniques](#) and [poetry definition](#).

ABC

A poem that has five lines and creates a mood, picture, or feeling. Lines 1 through 4 are made up of words, phrases or clauses while the first word of each line is in alphabetical order. Line 5 is one sentence long and begins with any letter.

Acrostic

Poetry that certain letters, usually the first in each line form a word or message when read in a sequence. Example: [Edgar Allan Poe's "A Valentine"](#).

Ballad

A poem that tells a story similar to a folk tale or legend which often has a repeated refrain. [Read more about ballads](#).

Ballade

Poetry which has three stanzas of seven, eight or ten lines and a shorter final stanza of four or five. All stanzas end with the same one line refrain.

Blank verse

A poem written in unrhymed iambic pentameter and is often unobtrusive. The iambic pentameter form often resembles the rhythms of speech. Example: [Alfred Tennyson's "Ulysses"](#).

Bio

A poem written about one self's life, personality traits, and ambitions. Example: [Jean Ingelow's "One Morning, Oh! So Early"](#).

Burlesque

Poetry that treats a serious subject as humor. Example: [E. E. Cummings' "O Distinct"](#).

Canzone

Medieval Italian lyric style poetry with five or six stanzas and a shorter ending stanza.

Carpe diem

Latin expression that means 'seize the day.' Carpe diem poems have a theme of living for today.

Cinquain

Poetry with five lines. Line 1 has one word (the title). Line 2 has two words that describe the title. Line 3 has three words that tell the action. Line 4 has four words that express the feeling, and line 5 has one word which recalls the title. [Read more about cinquain poetry](#).

Classicism

Poetry which holds the principles and ideals of beauty that are characteristic of Greek and Roman art, architecture, and literature.

Concrete

Also known as "size poetry". Concrete poetry uses typographical arrangements to display an element of the poem. This can either be through re-arrangement of letters of a word or by arranging the words as a shape. [Read more about concrete poetry](#).

Couplet

This type of poem is two lines which may be rhymed or unrhymed. Example: [Walt Whitman's "To You"](#).

Dramatic monologue

A type of poem which is spoken to a listener. The speaker addresses a specific topic while the listener unwittingly reveals details about him/herself.

Elegy

A sad and thoughtful poem about the death of an individual. Example: [Caro R. Hesse's "1983"](#).

Epic

An extensive, serious poem that tells the story about a heroic figure.

Epigram

A very short, ironic and witty poem usually written as a brief couplet or quatrain. The term is derived from the Greek epigramma meaning inscription.

Epitaph

A commemorative inscription on a tomb or mortuary monument written to praise the deceased. Example: [Ben Jonson's "On My First Sorrow"](#).

Epithalamium (Epithalamion)

A poem written in honor of the bride and groom.

Free verse (vers libre)

Poetry written in either rhyme or unrhymed lines that have no set fixed metrical pattern. Read more: [What is Free Verse Poetry?](#)

Found

Poetry created by taking words, phrases, and passages from other sources and re-framing them by adding spaces, lines, or by altering the text with additions or subtractions.

Ghazal

A short lyrical poem that arose in Urdu. It is between 5 and 15 couplets long. Each couplet contains

its own poetic thought but is linked in rhyme that is established in the first couplet and continued in the second line of each pair. The lines of each couplet are equal in length. Themes are usually connected to love and romance. The closing signature often includes the poet's name or allusion to it.

Haiku

A Japanese poem composed of three unrhymed lines of five, seven, and five morae, usually containing a season word. [Read more about haiku poetry](#).

Horatian ode

Short lyric poem written in two or four-line stanzas, each with its the same metrical pattern, often addressed to a friend and deal with friendship, love and the practice of poetry. It is named after its creator, Horace.

Iambic pentameter

One short syllable followed by one long one five sets in a row. Example: la-LAH la-LAH la-LAH la-LAH la-LAH. Used extensively in sonnets.

Idyll (Idyl)

Poetry that either depicts a peaceful, idealized country scene or a long poem telling a story about heroes of a bygone age.

Irregular (Pseudo-Pindaric or Cowleyan) ode

Neither the three part form of the pindaric ode nor the two or four-line stanza of the Horatian ode. It is characterized by irregularity of verse and structure and lack of correspondence between the parts.

Italian sonnet

A sonnet consisting of an octave with the rhyme pattern abbaabba followed by six lines with a rhyme pattern of cdecde or cdcded. [Read more about Italian sonnets](#).

Lay

A long narrative poem, especially one that was sung by medieval minstrels.

Limerick

A short sometimes vulgar, humorous poem consisting of five anapestic lines. Lines 1, 2, and 5 have seven to ten syllables, rhyme and have the same verbal rhythm. The 3rd and 4th lines have five to seven syllables, rhyme and have the same rhythm.

List

A poem that is made up of a list of items or events. It can be any length and rhymed or unrhymed.

Lyric

A poem that expresses the thoughts and feelings of the poet. Many songs are written using this type of poetry. [Read more about lyric poetry](#).

Memoriam stanza

A quatrain in iambic tetrameter with a rhyme scheme of abba -- named after the pattern used by [Lord Tennyson](#).

Name

Poetry that tells about the word. It uses the letters of the word for the first letter of each line.

Narrative

A poem that tells a story. [Read more about narrative poetry](#).

Ode

A lengthy lyric poem typically of a serious or meditative nature and having an elevated style and formal stanza structure. Example: [Sappho's "Ode to a Loved One"](#).

Pastoral

A poem that depicts rural life in a peaceful, romanticized way.

Petrarchan

A 14-line sonnet consisting of an octave rhyming abbaabba followed by a sestet of cdecde or cdcded

Pindaric ode

A ceremonious poem consisting of a strophe (two or more lines repeated as a unit) followed by an antistrophe with the same metrical pattern and concluding with a summary line (an epode) in a different meter. Named after Pindar, a Greek professional lyrist of the 5th century B.C.

Quatrain

A stanza or poem consisting of four lines. Lines 2 and 4 must rhyme while having a similar number of syllables.

Rhyme

A rhyming poem has the repetition of the same or similar sounds of two or more words, often at the end of the line. [Read more about rhyme usage](#).

Rhyme royal

A type of poetry consisting of stanzas having seven lines in iambic pentameter.

Romanticism

A poem about nature and love while having emphasis on the personal experience.

Rondeau

A lyrical poem of French origin having 10 or 13 lines with two rhymes and with the opening phrase repeated twice as the refrain.

Senryu

A short Japanese style poem, similar to haiku in structure that treats human beings rather than nature: Often in a humorous or satiric way.

Sestina

A poem consisting of six six-line stanzas and a three-line envoy. The end words of the first stanza are repeated in varied order as end words in the other stanzas and also recur in the envoy.

Shakespearean

A 14-line sonnet consisting of three quatrains of abab cdcd efef followed by a couplet, gg.

Shakespearean sonnets generally use iambic pentameter. Example: [Shakespeare's "Sonnet 2"](#).

Shape

Poetry written in the shape or form of an object. This is a type of concrete poetry.

Sonnet

A lyric poem that consists of 14 lines which usually have one or more conventional rhyme schemes. [Read more about sonnets](#).

Sound

Intended primarily for performance, sound poetry is sometimes referred to as "verse without words". This form is seen as the bridging between literary and musical composition in which the phonetics of human speech are used to create a poem.

Tanka

A Japanese poem of five lines, the first and third composed of five syllables and the other seven.

Terza Rima

A type of poetry consisting of 10 or 11 syllable lines arranged in three-line tercets.

Verse

A single metrical line of poetry.

Villanelle

A 19-line poem consisting of five tercets and a final quatrain on two rhymes. The first and third lines of the first tercet repeat alternately as a refrain closing the succeeding stanzas and joined as the final couplet of the quatrain.

Visual

The visual arrangement of text, images, and symbols to help convey the meaning of the work. Visual poetry is sometimes referred to as a type of concrete poetry.

**Become a
"Barefoot Writer"**
And live the life of a
famous writer without
having to write a block-
buster movie script or a
chart-topping book.
LEARN MORE ABOUT THIS UNIQUE GROUP
OF HIGHLY-PAID WRITERS ...

You may also enjoy:

- [10 Best Classic Love Poems](#)
- [10 Easy Tips to Help You Write Better Poetry](#)
- [10 Poems for Mom on Mother's Day](#)
- [How to Explicate a Poem: Analyzing Poetry Tips](#)
- [Best Happy Valentine's Day Poems](#)

2009 SACC Activity Plan

Activity: Math Games
Group Leader: Laura
Assistant Group Leader: Ashley
Start Time: _____ End Time: _____
Activity Location: Room 203

Date 2-10-11 Day Thursday
Age Group Y16 Max. # _____
 Session 1 Session 2

Brief Activity Description: Students will practice measurements by using gummy worms.
* Where did the idea come from?

Resource Title or Website: _____
Supplies needed for this activity:
gummy worms, rulers, bowls, warm water, ice, paper, pencils, baggies

Describe Pre-Activity preparations:
gather materials * Will you be testing this prior to doing it w/ your group to ensure that there are measurable changes?

Activity Goal: (please explain)
 Management _____
 Academic math- measurement,
 Physical _____ temperature
 Social _____

State Standard Met:
Use a ruler to measure to the nearest standard unit
* See back for details.

Describe the steps you will follow to facilitate the activity:
1. How will you introduce the activity?
Discuss rulers and how to use them. Talk about the different measurements that the students will make.
2. How will you conduct the activity? (Please give detailed steps and use additional space on the back if necessary)

* Students will make predictions about how the measurements will be affected. * Will you be talking about what predictions are? Some may not read.
1. measure and record the "before length" of each gummy worm. * Will this be on a form? If so, please attach form to your lesson plan.
2. Stretch the worm as far as you can w/o it breaking. Record length. * What if it breaks. Will students get another worm?
3. Roll worm between your hands for four minutes. Stretch it and record the length. * Will length of time be adjusted based on age of group?
4. Fill a bowl with warm water and one with ice. Put a →

3. How will you conclude this activity? "What we have learned today is going to help you ... practice measuring objects of various lengths"

* You could also use differing units of measure (mm, cm, ft, inches).

* What will students be doing while they wait for the four minutes while worms are in water?

gummy worm into a plastic bag and put one in each bowl. Let them sit for four minutes. Stretch the worms and record their length.

- Compare results. Talk about how the temperature affected how much the gummy worms stretched. Compare the predictions with the actual results. ^{and contrast}

Common Core:

- * Measure length of object twice, using multiple units of measure.
- * Estimate lengths using multiple units of measure.
- * Measure to determine how much longer one object is to another.
- * Express the length of an object in whole numbers in proper unit of measure.
- * Organize, represent, & interpret data.

Intro suggestion: "Have you ever eaten kimchi? Have you ever had a drink called sujungwa? If you lived in this country, you would probably like them both! Who can guess? (If you use the computer lab, make it a ^{search} contest!)"

Look at the attached resource sheets: CC standards Used in Cooking ✓
 (Ideas for ways to add options & layers to your activity) Complementary Multicultural Activities ✓
 Communities Around the World ✓



Jefferson Middle School

Question

Activity
 Program Leader:
 Activity Source:
 Desired Activity Location: *Could you get these?*
 Brief Description of Activity: *Kimchi - cabbage, radish, cucumber*
 Supplies Needed: *Sujungwa - Persimmon*
 Describe Pre-Activity Preparations: *familiarize yourself with the Guide*
 Activity Goals / Performance Indicator / Standard:

- How will you introduce the activity?
Can you jazz this up? Look at the Teacher Guide for ideas! You've pretty clever, Jen!
- Steps (letter or number the steps):
- How will you conclude the activity?

Answer

Families of the World
 Jen Conti
 Families of the world library
 Computer lab, cafeteria, lounge
 Watching a video and learning about Korea. Comparing and contrasting Koreans lives to ours in the USA.
 T.V., D.V.D. *any additional supplies? Will you do the Korean craft?*
 gather materials and prepare the room for the class
 Children will compare and contrast themes, settings, plots, anything.
Hee jin. Can you guess where he lives?
 Today we will be learning about Korea. Who knows where Korea is? What facts do we already know about Korea?
 1) We will watch the movie on Korea
 2) Discuss the similarities between Korea and the USA
 3) Discuss the differences between Korea and the USA } *You could chart these!*
 What are some cool facts we learned about Korea? What projects would you like to work on that regard the country of Korea? - *How will they know? How can they find out?*

→ Could they look @ Kids Around the World Create?

What will the children do if they finish the activity early? What is your backup plan?

PROGRAM ASSISTANT RESPONSIBILITIES:

What is the job/responsibilities of the Program Assistant during this activity?

MAPS: Management

MAPS: Academics

MAPS: Physical

MAPS: Social

If they finish early they may look up events, places, and cool facts about Korea. - What about small group discussion using questions in guide? (Evidence of technology? Typical work week? etc...) Computer research - Help the students when needed. Help manage the students. Distribute questions, supplies for Korean craft, help Self Management w/ computer research - visit suggested Decision making skills websites?

History
Fine motor skills development
Self-Expression
Peer Relations
Communication Skills

Notes: Any notes that may be needed or vital to this lesson/activity.

*Common Core Connections:

- Draw on info from print or digital resources, locate an answer quickly
- Recognize & describe how an author's geographic location & culture affect his or her perspective
- Link opinion & reasons
- Recall relevant information from real-life experiences or gather relevant information from print & digital sources
- Engage in a range of collaborative discussions, one-on-one, in groups, teacher-led, building on each other's ideas & expressing their own clearly.
- Seek to understand (& communicate w) individuals with different perspectives & cultural backgrounds.

**Common Core Standards Frequently Used
In Cooking and Tasting Activities**

Math:

- K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.5:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- K.CC.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Groups with up to 10 objects)
- K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.MD.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- 2.MD.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple join-together, take-apart, and compare problems using information presented in a bar graph.
- 3.NF.1:** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- 3.MD.2:** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving mass or volume that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
- 5.MD.1:** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.

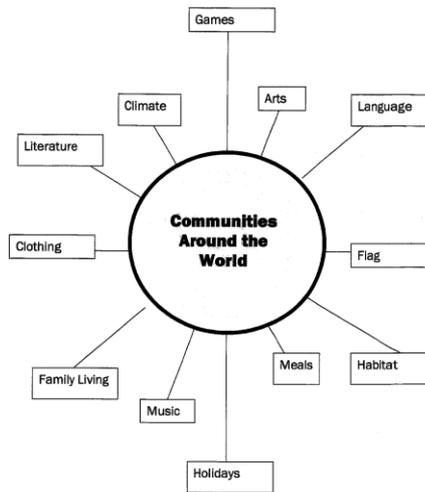
Language Arts

- K.RL.5:** Actively engage in group reading activities with purpose and understanding.
- K.W.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- K.LS.a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- K.LS.c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- 1.RF.4.a:** Read on-level text with purpose and understanding.
- 1.LS.c:** Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 1.W.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 2.LS.d:** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scow) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- 2.RL.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 2.RL.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 2.SL.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 2.LS.a:** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 2.LS.b:** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurt) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 3.RF.4.a:** Read on-level text with purpose and understanding.

- 3.RL.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- 3.SL.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 4.RF.4.a:** Read on-level text with purpose and understanding.
- 4.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- 4.RL.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 5.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 5.RL.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Families of the World Inventory, Complementary Resources

- | | |
|--|--|
| Afghanistan | Russia: Multicultural Games, p. 48-51
Kids Multicultural Craft Book, p. 51-62, 53-54 |
| Australia: Multicultural Games, p. 118-120, 122, 123
Kids Multicultural Crafts, p. 86-88 | Sweden |
| Brazil: Multicultural Games, p. 50-51 | Thailand |
| Canada: Kids Multicultural Crafts, p. 99-101 | United Kingdom |
| China: Multicultural Games, p. 102-103
Kids Around the World Create, p. 56-61, 64-72
Kids Multicultural Crafts, p. 66-70 | United States: Multicultural Games, p. 92-94, 98-101
Kids Around the World Create, p. 46-63
Kids Multicultural Crafts Book, p. 71-74 |
| Costa Rica: Multicultural Crafts, p. 106-110 | Vietnam: Kids Multicultural Crafts Book, p. 71-74 |
| Egypt: Kids Around the World Create, p. 21-24 | Kids Multicultural Crafts Book, p. 51-53 |
| France | |
| Germany: Multicultural Games, p. 34, 34 | |
| Ghana: Multicultural Games, p. 34-37
Kids Multicultural Crafts Book, p. 34-37 | Kids Around the World Create, p. 11-20
Kids Multicultural Crafts Book, p. 34-37 |
| Guatemala: Multicultural Games, p. 64 | Kids Around the World Create, p. 12-15 |
| India: Multicultural Games, p. 104
Kids Multicultural Crafts Book, p. 60-62 | Kids Around the World Create, p. 5-7, 86-88
Kids Multicultural Crafts Book, p. 60-62 |
| Israel | Countries Around the World: Italy: Multicultural Games, p. 44
Kids Around the World Create, p. 76-81 |
| Japan: Multicultural Games, p. 110-112
Kids Around the World Create, p. 101-103
Kids Multicultural Crafts Book, p. 75-80 | Kids Multicultural Crafts Book, p. 75-80 |
| Kenya: Kids Multicultural Crafts Book, p. 25-27 | |
| Korea: Kids Around the World Create, p. 85-97 | |
| Mexico: Multicultural Games, p. 66
Kids Multicultural Crafts Book, p. 8-9 | |
| More Mexico | |
| Panama | |
| Philippines | |
| Puerto Rico: Multicultural Games, p. 69 | |



Tips from the Trenches

- Invest in renewable, research-based resource; low-prep, high quality/high interest
- Someone has to be the yeast: – we cannot expect staff to rise without a change agent!
- Include partners and staff in the PD process
- Team With PTA; join PTA!
- Leverage the knowledge and experience of teachers, Curriculum Coordinators, paraprofessionals, office staff
- Take advantage of district trainings
- Ask to sit on SDM team @ your school
- Tap into skills, interests, strengths of staff & parents
- Use resource efficiently: bundle, share, archive, turnkey

- The Common Core **invites**
“common” people to achieve
uncommon results:
- **We accept!**