

APPENDIX C

Lesson Plan Outline Frame

Outline Frame for Rise Lesson Plan (draft)

Second Grade Lesson Plan		
Theme: Chinese New Year	Character Development: Respect for other cultures	Family/Community Connections: invite person of Chinese ancestry to visit & share CNY family traditions
Standards	Description	Assessment
<p>CCSS: ELA</p> <p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Teacher reads aloud <i>Bringing in the New Year</i>, by Grace Lin.</p> <p>Ss listen, retell story to partner or in group (all groups are strategic RT groups).</p> <p>From memory, Ss name vocabulary from the story, provide definitions in their own words. (For language emergent: listening. For beginning level: teacher may write verbal definitions. For intermediate level: participate in all activities and may pair with beginning level student.)</p> <p>With teacher guidance, whole group creates poem that summarizes the story. (Use sentence starters). Teacher creates awareness of summarizing (this is a difficult task to master – especially for ELs) makes connections to activity, story.</p>	<p>Multiple:</p> <p>Student created poems about specific elements of story (individually for high achieving) in partners, groups. Elements selected by teacher to align with learning progression and targets.</p> <p>Student summary of story (verbal or written).</p> <p>Student creation of alternative ending to story.</p> <p>Assessments: reading, writing, listening, speaking</p>
<p>CCSS: Math</p> <p>Measure and estimate lengths in standard units.</p> <p>1. Measure the length of an object by selecting</p>	<p>Teacher asks students to retell the <i>Bringing in the New Year</i> story. Asks them about what objects (nouns) they read about/saw pictures of from story. Teacher gives Chinese artifacts to RT groups of learners, gives rulers/other measuring</p>	<p>The data sheets can be used as assessment – extend lesson by assigning Ss to measure specific objects at home on new data sheet, providing multiple</p>

<p>and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>3. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. 10. Draw a picture graph and a bar graph.</p>	<p>devices, gives data sheets to each pair of students. Ss measure and record each artifact with a partner and record results of measurement in inches, centimeters, and/or alternate measurement (e.g. popsicle sticks) device. Compare and contrast results.</p> <p>On data sheets, make hypothesis about other objects in the room that are of similar size to measured objects. With partner, create hypothesis, test it, record results. Draw picture graph and bar graph. Report back to class.</p> <p>Lesson extension: Ask Ss what other ways objects might be measured? How would we ensure that other ways of measuring (e.g. hands) always yield reliable results? Lead into discussion about why we need standard measurements.</p>	<p>units of measure, and produce picture graph and bar graph of results.</p>
<p>History-Social Science State Standards</p> <p>Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>Trace the history of a family through the use of primary and</p>	<p>(<i>Bringing in the New Year</i> and <i>D is for Dragon Dance</i> are aligned with HSS standard 1.5)</p> <p>Ask Ss about the cultural elements from the <i>Bringing in the New Year</i> story – start discussion. Read together (or teacher reads) selected sections of <i>D is for Dragon Dance</i> (Yin Chang Compestine) that connect to or extend understanding of the cultural practices described in <i>Bringing in the New Year</i>). Show selected video clips that further illustrate cultural elements and significance.</p>	<p>Using the interview rubric, Ss interview a parent, grandparent, care-giver about family cultural traditions. Record information in writing or verbal recording. SS share information the following day and teacher creates a cultural grid/schema that is posted in the classroom.</p>

<p>secondary sources, including artifacts, photographs, interviews, and documents.</p>	<p>Using a Venn Diagram, compare and contrast cultural traditions.</p>	
<p>Science Standards:</p> <p>Students who demonstrate understanding can: 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1)</p>	<p>Teacher assembles Chinese artifacts and adds to them objects from the natural world (e.g. rocks, leaves, sticks, etc.). Students sort items into groupings according to color, texture, hardness, weight, and flexibility. Re-sort according to who uses the items, purpose, durability. Create data tables. Reorganize objects into groups that share multiple characteristics.</p> <p>In RT groups, students will answer questions related to the properties of matter (relative to the artifacts examined) including conducting investigations and producing data (utilizing internet, other sources to inform). Teacher will gauge questions to learning levels of students.</p>	<p>Properties of matter data produced from investigations, research</p>
<p>Health Education Standards</p> <p>1.1.N Classify various foods into appropriate food groups. 1.4.N List the benefits of healthy eating (including beverages and snacks). 5.2.N Compare and contrast healthy and less-healthy food choices for a variety of settings.</p>	<p>Using an orange (one of the objects in <i>Bringing in the New Year</i>) teacher will ask Ss to name food group in which it belongs; engage in an activity to bring awareness of benefits from eating healthy foods; categorizing healthy foods; learning to recognize what is a healthy food that has benefits for the body from those that have more empty calories (lesson extension: show a clip on how calories are determined, their purpose in maintaining health. Assign groups to investigate different foods for their caloric content). Discuss other</p>	<p>Ss create a calendar for the week that includes healthy snacks and meal ideas. Categorize each recommended snack per the food group to which it belongs. Nutritional elements inclusion for extended learning.</p>

	<p>foods from the two stories that are often staples of Chinese culture. With a partner, research the nutritional elements (online, other resources) and hypothesize health benefits of each.</p>	
<p>Kinesiology PE Standards:</p> <p>3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.</p> <p>3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.</p> <p>1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.</p> <p>Arts: Music & Dance Standards</p> <p>2.3 Play rhythmic ostinatos on classroom instruments.</p> <p>1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).</p>	<p>Ask students to recall what the family in <i>Bringing in the New Year</i> did to prepare for Chinese New Year on the day before (clean & sweep house). Ask what they did first on CNY (hang happiness poems).</p> <p>To warm up, students mimic the sweeping movements, and reach high overhead to “hang the spring happiness poems” from the story.</p> <p>Students play drums and other Chinese percussion instruments keeping rhythm (speeding up & slowing down). Students walk/skip to the rhythm; alter rhythm, students hop/jump, etc. Students create a lion dance (without the costume) like the one in the story.</p>	<p>Participation (or participation with modifications) in all activities. NOTE: it is helpful for teachers to videotape physical activities such as this one to assess motor skill development and for early detection of possible issues in physical development.</p>