**UNT Lesson Plan Template**

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| **Pre-service Teacher:** | **Grade(s):**  K | **School/Mentor Teacher (if applicable):** |
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| **Subject area(s):**  ELAR/Health | **Unit Topic/Theme:**  Sick Simon  Phonemic Awareness | **Lesson Title:**  Be a hero, use your cape. |
| Find the TEKS, ELPS, and CCRS standards at this link:  <http://www.teksresourcesystem.net/module/standards/Tools/Search> | | |
| **Relevant TEKS:**  **§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.**  4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:  (A) predict what might happen next in text based on the cover, title, and illustrations; and  (B) ask and respond to questions about texts read aloud.  **§115.2. Health Education, Kindergarten.**  (6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:  (C) explain practices used to control the spread of germs such as washing hands | **Relevant ELPS:**  §74.4. English Language Proficiency Standards  **§74.4. D.2.C.i**  are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning | **Relevant TX CCRS:**  [**II: Reading**](javascript:void(0))   1. [**Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.**](javascript:void(0)) 2. Use effective reading strategies to determine a written work’s purpose and intended audience. 3. [**Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.**](javascript:void(0)) 4. Identify new words and concepts acquired through study of their relationships to other words and concepts. |
| **Lesson Objective(s)/Performance Outcomes**  Objectives:  The student will be able to predict will happen in the story by looking at illustrations.  Performance Outcomes:  Students will be able to predict what happens at the end of the story.  Students will be able to answer questions on the text.  Students will be able to properly wash hands by using soap and washing for the duration of singing the ABCs (example).  Students will be able to prevent spreading of germs by washing hands, using facial tissue to wipe nose, sneezing into elbow/tissue. | | |
| **Assessment (Description/Criteria)**  **Formative:**  Ask students to write on a sticky note what they think will happen in the book based off looking at the pictures (Focus on prediction.)  Collect the children’s inference sticky notes at front of the class (place on whiteboard).Ask class discussion questions before, during and after the story.  Ask students to write what happened in the book once read (place on whiteboard). Discuss what actually happened.  **Summative:** | | |
| **Materials and Resources**  **Book:** Sick Simon by Dan Krall  Bread  Sandwich bag  Marker  Hand soap  Germ-X  Glitter (glow in dark)  Paper  Markers/Crayons  Sticky notes  **Activity:**  https://www.education.com/activity/article/germs\_make\_me\_sick\_kinder/ | | |
| **Management of the Instructional Environment**  Students are front of teacher during reading time.  Students are sitting at desk when passing around bread. | | |
| **Technology Integration**  **Computer/projector:** YouTube- Watch reading of the book next day/end of experiment, to refresh what germs can cause  **https://www.youtube.com/watch?v=uEUKsdBE3-Q&t=523s** | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  Include any ELL in group discussion, can speak to me personally if speaking in front of group is uncomfortable. Check student’s understanding. Sit student in front of class so he/she feels secure. | | |
| **Activities/Procedures**  **Before:**  **Teacher will infuse glow in the dark glitter into Germ-X; wipe “germs” around classroom.**  Flip through book, what do we think the story is about?  Hand students sticky notes to write what will happen in the story.—Ask students to write on the sticky note what they think will happen based off the illustrations.  Place sticky notes in front of whiteboard. Read through some of the inferences.  **Ask whole class:**  Who do we think the story about?  Where is the story taking place?  **Read:** Sick Simon by Dan Krall  **During:** Did some of our friends’ ideas on what will happen in the story take place during the read out loud?  What can Simon have done to prevent becoming sick?  **After:** What can Simon do so he doesn’t become sick again?  Discuss importance of handwashing, sneezing into tissue/elbow, using facial tissue to wipe nose.  Turn off lights after discussion/reading of books to discover the “germs” (Glitter Germ-X) spread carelessly throughout the classroom.  **After recess/intro to Science**  Grab a slice of bread from the bag and have students pass around the classroom immediately after recess.  Teacher will take the touched slice of bread and place into a bag label “touched”  Hand student sticky notes and have students write what they think will happen to the bread.  *Students we just came inside from being outside on the playground where EVERYONE touches EVERYTHING, do we think our hands are clean after touching all of the equipment? What do we think the “touched” slice of bread will look like after one week? \**instruct students to write on sticky notes\*  Teacher will place a second slice of bread into a sandwich bag labeled “untouched”  Hand students a piece of paper  *Students; fold the paper in half hamburger style. On one side draw what you think the “touched” slice of bread wil look like on the other side draw what you think the “untouched” side will look like.*  *Use different colors to represent germs.*  *On the back of the paper write why you think the bread will look like your illustrations.* | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  It’s important to be hygienic and think of others when we are feeling sick.  This is a wonderful book to start of the school year before cold/flu season begins.  We want to remind our friends the importance of washing our hands to prevent others from becoming sick and to prevent becoming sick ourselves.  This is a great book to use as a science lesson because we get to see how bacteria (germs from dirty hands) affects how mold grows.  Using the glow in the dark Germ-X will really put how germs are spread all over the classroom when we do not wash our hands and how easily germs spread. | | |