

**KUTZTOWN UNIVERSITY
ELEMENTARY EDUCATION DEPARTMENT
PROFESSIONAL SEMESTER PROGRAM
LESSON PLAN FORMAT**

<u>Teacher Candidate:</u> Molly Cermanski	<u>Date:</u> 11/19/13 and 11/20/13
<u>Cooperating Teacher:</u> Cindy Lasota	<u>Time:</u> 45 minutes each day (2 days)
<u>Group Size:</u> 31	<u>Coop. Initials:</u> C.L.
<u>Subject or Topic:</u> Social Studies: Pilgrims and the Mayflower	<u>Grade Level:</u> K
	<u>Section:</u> 933

STANDARD(S):

PA Common Core:

Standard Area - 1.2: Reading, Analyzing, and Interpreting Text

Grade Level - 1.2.K: GRADE K

1.2.K.B: Identify facts from informational text

1.2.K.C: Identify important information within an informational text, with teacher guidance and support.

Standard Area - 1.3: Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction

Grade Level - 1.3.K: GRADE K

1.3.K.C: Identify literary elements (characters, settings, and problems) in stories

Standard Area - 1.5: Quality of Writing

Grade Level - 1.5.K: GRADE K

1.5.K.A: Write about one specific topic

1.5.K.F: Use grade appropriate conventions of language when writing and editing, with adult assistance.

Begin to form letters correctly.

Use correct spacing.

Spell words modeled in classroom correctly.

Begin to use capital letters correctly.

Begin to use end punctuation marks.

Create simple sentences.

Standard Area - 1.6: Speaking and Listening

Grade Level - 1.6.K: GRADE K

1.6.K.A: Listen and respond appropriately to others in small and large group situations.

PA Standards:

Subject Area - 9: Arts and Humanities

Standard Area - 9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Grade Level - 9.1.3: GRADE 3

9.1.3.A: Know and use the elements and principles of each art form to create works in the arts

and humanities.

Elements

Dance: • energy/force • space • time

Music: • duration • intensity • pitch • timbre

Theatre: • scenario • script/text • set design

Visual Arts: • color • form/shape • line • space • texture • value

I. Performance Objectives:

- The students will be able to express their thoughts and emotions about what they learned and how they feel about the pilgrims
- The students will be able to assemble each of the pilgrim activity sheets that are given to them to complete during instruction
- The students will be able to describe what The Mayflower looked like after watching the video clip and being shown realistic images
- The students will be able to construct their own paper creation of The Mayflower ship
- The students will be able to add specific details to their personal pilgrim illustrations during kid writing to enhance the details of their illustrations and help them create their sentence to match their picture of the one thing they will take with them on The Mayflower.

II. Instructional Materials:

- Children's Literature: *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Katie Waters: 1 copy
- Children's Literature: *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Katie Waters: 1 copy
- Children's Literature: *Mayflower II, Plimoth Plantation* by Ted Curtin: 1 copy
- Children's Literature: *Pete the Cat (The First Thanksgiving)* by Kimberley and James Dean: 1 copy
- Projector and adapter: to show video of The Mayflower ship:1
- Laptop: 1
- Objects in a box: 1 of each (slate, doll or poppet, hoop and stick, candle and, pilgrim hats, Indian corn, marbles and a bar of soap)
- Posters from scholastic of images to show students about pilgrims: 2
- What Will We Need? Activity sheet: 31 copies
- Pilgrim boy and pilgrim girl coloring activity sheet: 31 copies (15 of the pilgrim boy and 15 of the pilgrim girl)
- Brown, blue and white construction paper: 31 sheets of each color; 1 piece of each color per student
- Stencils of ship, squares and rectangles: 15 total of each stencil (put 3 on each table)
- "The pilgrims sailed on The Mayflower." cut outs prepared to glue onto their mayflower ship creations: 31
- Mayflower kid writing sheet: 31 copies
- Pencil boxes: each student has their own pencil box that contains crayons, a pencil and a

glue stick): 31

- Red pen for kid writing activity
- Popsicle sticks to pull student names for sharing their work: 1 for each student with names on them

III. Subject Matter/ Content (prerequisite skills, key vocabulary, big idea):

- **Prerequisite skills:**
 - The story of the first Thanksgiving (pilgrims and Indians/ Native Americans)
- **Key Vocabulary:**
 - The Mayflower
 - The life of a pilgrim
 - Poppet
 - Breeches
 - Garters
 - Ninepin
 - Mouser
 - Bind
 - Harvest
- **Big idea:** Understanding the life of a pilgrim. Specifically, what responsibilities a pilgrim child had, what clothes they wore, fun activities they did, food they ate and much more. Also, understanding and learning more information about the setting of The Mayflower and learning about the people that traveled and worked on The Mayflower.

IV. Implementation:

*** This lesson will be split into two days because I am covering two topics and there is not enough time in our class schedule to fit in both lessons in one day.**

A. Introduction – (Day 1 - Pilgrims)

- Call the students over to the carpet by table groups (red, green, blue, yellow and purple)
- Explain to students that we are discussing the life of a pilgrim and we are going to look at some objects and materials the pilgrims used back in their day in (1620's)
- Explain to students what they are going to do: I have objects here in a box and we are going to look at these objects and discuss what they are and how they relate to pilgrims. After I call on you, you will tell me something you know about Thanksgiving or pilgrims and then I will ask you to come up. (This is where directions for this stops.) Begin task...
- **Ask students to close their eyes and think of something they would like to say they know about Thanksgiving or pilgrims. Then, call on a student and ask that student to tell me one thing they know about Thanksgiving or the pilgrims. Finally, ask that student to come up.**
- Bring out a box filled with objects (candle, bar of soap, slate, horn book,

poppet dolls, hoop and stick, marbles, and Indian corn.) Shake it and say, “I wonder what little objects I have in my box? Please pick one object that you would like to learn about and discuss with the class.”

- Pick out object and discuss what the object is and how the pilgrims used it. Also, explain how we use that object today. For example, here is a candlestick. The pilgrims used candle sticks to make light because they did not have light bulbs and electricity like we have today.”
- Complete this for all objects that are in the box
 - Some of the student answers for what they know about Thanksgiving or pilgrims:
 - “The pilgrims sailed on a boat to a new land”
 - “The Mayflower ship”
 - “They sailed to Plymouth”
 - “Pilgrims make their own food”
 - “Pilgrims eat lots of Indian corn (maze)”
 - “Pilgrims built their homes out of wood”
- Have already hanging up on board the two pilgrim posters that I have, show the students and read some of the pictures that are on each poster (see below the posters)
 - Poster 1: go through bottom of poster one. New vocabulary words are (mouser, ninepin, poppet and breeches) also big pictures with each vocabulary word
 - I will read each sentence with the new vocabulary word to the students and then will ask the students to say the new word back to me. Then, I will ask students to come up to the board and point to the object that we are discussing
 - Poster 2: “People show how the pilgrims lived.” (all short sentences have pictures for support) – just read to the students
 - Pilgrims used corn for food
 - Pilgrims made candles
 - Pilgrims used wood in many ways
 - Pilgrims used spinning wheels to make wool

B. Development –

- Complete a picture walk through these two stories. Select 5-7 pages from each book about the pilgrim boy and girl and discuss with students the realistic pictures and what they each imply.
 - *Sarah Morton’s Day*:
 - *Page 3 (read introduction page to students)*
 - *Page 5*
 - *Page 6 and 7*
 - *Page 8*
 - *Page 10*
 - *Page 28*
 - *Samuel Eaton’s Day*:
 - *Page 3 (read introduction page to students)*
 - *Page 5*

- *Page 6 and 7*
 - *Page 8 and 9*
 - *Page 10*
 - *Page 14*
 - *Page 18*
- Hold a class discussion about how the students feel about the pilgrim children. **What did you learn about the pilgrim children? What kind of chores did they have? What were their clothes like?**
 - Student answers from both stories:
 - “The pilgrims did not go to school”
 - “The pilgrims worked very hard”
 - “The pilgrims worked with the animals”
 - “The pilgrims wore hats”
 - “I liked Sarah’s poppet doll”
 - “The pilgrims were with their families”
 - “The boy is learning about the harvest”
 - “The families eat lots of food – mostly corn”
 - ***(I DO, WE DO, YOU DO)***
 - Explain directions for both activities (there are two)
 - At your tables there are two pieces of paper for each of you. One is this activity sheet (the one with the pilgrims and ship on it) and the other is a pilgrim boy or girl coloring activity sheet. You must complete this one first (What Will We Need?). Here are the directions:
 - **1. What Will We Need? Cutting, gluing and coloring activity:**
 - Your directions are to cut the pieces out on the bottom and then place and glue them where you think they belong. After you are finished cutting and gluing you may color the sheet. Also, make sure your name is on it. Do you all understand what to do?
 - Show my example :(I DO)
 - Complete one of the boxes together :(WE DO)
 - Send students to their table to complete on their own: (YOU DO)
 - **2. Pilgrim coloring and tracing activity sheet:**
 - Your directions are to trace each color word you see. Then, you must follow those color directions and look at what the line is pointing to. You have to color the area where the line is pointing to. Color nicely and stay in the lines. Do you all understand what you have to do?
 - Show my example :(I DO)
 - Complete one of the colors together :(WE DO)
 - Send students to their table to complete on their own: (YOU DO)
 - Send students back to their tables and set timer for each activity (20 minutes)
 - Put on stereo and play soft music in the background to help students stay focused and concentrated
 - When the timer goes off the students know they must put their pencils or crayons down and close their boxes

- Once activities are completed, ask students to hold up their work (both sheets) and discuss the (What Will We Need?) activity sheet and then ask students to show their pilgrims.
 - *If students are not finished I will collect their work and they will finish tomorrow during our next social studies lesson

C. Closure –

- Collect pilgrim activity sheets
- Take out popsicle sticks and call on students to tell me one new piece of information they learned about the pilgrims today (call on about 5-7 students)
 - * if student chooses not to speak, simply pick another name
 - Student answers:
 - “The pilgrims had a big feast and ate lots of corn (maze)”
 - “The pilgrims dressed differently than we do – they wore hats and a lot of clothes”
 - “The pilgrims built their homes out of wood and sticks”
 - “The pilgrims liked to play games and play with their dolls”

A. Introduction – (Day 2 – The Mayflower)

- Call the students over to the carpet by table groups (red, green, blue, yellow and purple)
- Sing a few Thanksgiving songs to refocus!
- Talk with boys and girls and ask them questions... “Boys and girls, I can’t seem to remember what we discussed yesterday about Thanksgiving. What did we discuss? What are some things you remember learning about?”
 - Student answers:
 - “The pilgrims sailed to Plymouth”
 - “The pilgrims made their homes out of wood and sticks”
 - “The pilgrims ate and grew lots of corn”
 - “The pilgrims ate outside and cooked outside”
 - “The pilgrims dressed differently. They wore hats”
 - “The pilgrims had a big feast and ate turkey”
 - “The pilgrims grew their food”
- “Does anyone remember the name of the ship that the pilgrims sailed across to come to America?”
 - Student answers:
 - “The pilgrims sailed on a ship that was called the Mayflower”
- Show students two pictures from *Mayflower II* book to get their mind set on what the Mayflower looks like.
 - Explain to students that the pictures that were taken are real, but they were taken later in time and not during the 1620’s because they did not have cameras back in 1620.
 - Show two pages that just show large images of the ship (front cover and page 15)
- Ask students to close their eyes and while I shut the lights off I want you all to picture The Mayflower right in front of you. I want you also to think about what life was like on The Mayflower. Imagine yourselves on the ship looking down at the waves in the ocean.
- Ask students to open their eyes and I will already have The Mayflower short clip ready to play. (Show first 3-4 minutes of clip from Scholastic about The Mayflower ship)

- Ask students about what they liked about the video
 - Student answers:
 - “I liked seeing the ship up close”
 - “ I liked looking inside the ship at the rooms”
 - “I liked the rope they showed”
 - “I liked looking at the water”
 - Ask students to give me thumbs up if they enjoyed the short clip.
(They all gave me a thumbs up!)
- “Today, boys and girls we will be learning about The Mayflower ship and we will really go into detail about what the ship looks like and what the captain, crew men and pilgrims did on the ship did.”

B. Development –

- Complete a picture walk and show selected pictures to students from, *Mayflower II Plimoth Plantation* by Ted Curtin
 - Page 8 and page 9
 - Page 15
 - Page 17
 - Page 20
 - Page 26
- **(I DO, WE DO, YOU DO)**
 - **Art creation: *The Mayflower ship*:**
 - Explain to students that they will be creating their own Mayflower ships on construction paper
 - Directions: “Your directions are the following. At your tables, at the center of your tables there are pieces of blue, brown and white paper. Each of you only get one piece of each color paper. Show students what color paper is for what stencil. Also, there are stencils on each of your tables. You all need to share the stencils and use them to trace onto your paper to create your Mayflower ship. Do you all understand what you have to complete?”
 - Show my example and have hanging on board in front of the room so the students can look at it while they are creating their ships :(I DO)
 - Send students to their tables (pencil boxes with materials inside are already at their tables) and direct students with step by step directions. Students will complete creation individually, but work on it as a group because students are working on it at the same time. (WE DO and YOU DO)
 - First, ask students to write their names on the blue piece of paper.
 - Give directions for each color paper stencil, tracing, and gluing. For example, take your brown piece of paper and trace the ship stencil. After you are finished tracing, cut out the shape. This is your ship. Once you are finished cutting out the ship out, glue the ship on the center of the blue piece of paper.
 - Then repeat all directions for other stencils (3 squares

and 1 rectangle are white)

- Once ship is completely glued together, take sentence strip that says, “The pilgrims sailed on The Mayflower” and glue that wherever you would like on your paper.
- Have all students hold up their creations and have share time (5 minutes)

C. Closure –

- Call student tables one at a time to put their Mayflower ship creations on the you shaped table so they can dry
- Take out popsicle sticks and call on students to tell me one new piece of information they learned about The Mayflower today (call on about 5-7 students) * if student chooses not to speak, simply pick another name
 - Student answers:
 - “The pilgrims lived on The Mayflower”
 - “The pilgrims made their own food on the ship”
 - “There were lots of people working on the ship”
 - “There was a captain on the ship and he worked really hard”
 - “The Mayflower ship was really big”
 - “The ship sailed across the ocean”
- Show students book mobile and books that are available to look at:
 - Explain to students that there are many books out there about the two topics that we discussed (pilgrims and The Mayflower.) Name the titles of all the books
 - Distribute book paper to students and have them circle 4 books in which they would like to learn more about
 - Ask students flip to the next page and circle which topic they enjoyed learning about more
- If there is extra time: A great children’s book series is, Pete The Cat.
 - Read *Pete The Cat, The First Thanksgiving*
 - Read the story.
- *****Extension activity:** Every day we have kid writing in our daily schedule. I always see each group (the student groups rotate every day among Mrs. Lasota, the kindergarten assistant Mrs. Graham and now myself).
 - I have created a kid writing pilgrim themed activity exercise for my students. **I will be asking my students to think of one thing of which they would like to bring with them on the Mayflower if they had to choose one thing. It can only be one thing. What would you take?** When I see each group, instead of having them write in their November journals for that day, they will complete my kid writing activity exercise. (see attached for template and student book of writing pieces in portfolio and I have also provided two examples attached) After I see each group, I will create a class book that I will keep for myself. After it is completed with everyone’s writing piece and illustration I will bring the class book in and show my students. I will tell my students that I published their work into a class book!
 - (See kid writing book made by class attached in binder)

D. Accommodations / Differentiation -

- Refocus whole group
- Auditory and kinesthetic learning
 - Multisensory = kinesthetic
- Extra handouts to use as a guide if necessary
- Each child is writing at their independent level
- Alphabet sheet for guidance of letter choice during kid writing

E. Assessment/Evaluation plan -

1. Formative:

- **Anecdotal notes will be taken:**
 - **Informal observations** will be taken while discussing the life of a pilgrim
 - **Informal observations** will be taken during group share time of all activities
 - **Informal observations** will be taken during “edit time” with each student after kid writing exercise is complete
- **Monitor students’** while they are working on their “what will we need?” pilgrim activity sheet and while they create their own mayflower ship
- **Rubric:** Using illustrations to convey information: (Writing Process: Kid Writing) - will be used to determine how students’ did on their kid writing activity (see attached)

Writing Process: Kid Writing/ illustrating

+ 1	+ 2	+ 3	+ 4
<p>Emerging: Makes unidentified scribbling.</p> <p>Pictorial: Draws somewhat recognizable pictures</p>	<p>Precommunicative: Writes to convey a message; attempts to read it back. Uses letter – like forms and / or random letter string.</p> <p>Semi – phonetic: Correctly uses some letters to match sounds. May use one beginning letter to write a word. Usually writes left to right.</p>	<p>Phonetic: Represents beginning and ending sounds. Spells some high – frequency words correctly in sentences. Includes some vowels (often not correct ones). Writes one or more sentences.</p>	<p>Transitional: Correctly spells many high – frequency words in sentences. Uses vowels in most syllables (may not be correct ones). Begins to use simple punctuation. Writes more than one sentence.</p>

- **Checklist (2):** for both days of lessons (pilgrims and The Mayflower): The checklist will help me determine who understand who the pilgrims were and their specific characteristics. Also, for the second day of my lesson when the students are learning about The Mayflower, this checklist will help me determine who understands factual information they learned about from the video and information form *The Mayflower II* informational text. (see checklist below)

2. Summative:

- Collection of kid writing activity

V. Reflective Response:

A. Report of Students' Performance in Terms of States Objectives:

B. Personal Reflection: (combination of both days)

- 1. How active and engaged were the students?**
- 2. Did I talk slowly and take my time teaching?**
- 3. Was my lesson organized? Did my topics fit well together?**
- 4. Was I able to monitor the efforts of all students and provide an equal amount of support as needed?**
- 5. What could be changed or done differently next time? How can I improve this lesson for next time?**

VI. Resources:

Curtin, T., & Plantation, I. (1993). *Mayflower II*. Little Compton, R.I.: Fort Church Publishers.

Dean, K., & Dean, J. (2013). *Pete the Cat: The First Thanksgiving*. New York: Harper Colins Children's Books.

Monthly Forms. *Teacher Resources & Ideas, Free and Printable: Math Worksheets, Kindergarten Worksheets, Activities for Kids, & More*. Retrieved November 10, 2013, from <http://www.theeducationcenter.com>

Pinterest. *Pinterest*. Retrieved November 10, 2013, from <http://www.pinterest.com>

Standards - View Standards by Subject Area and Grade Level or Course. *Standards - View Standards by Subject Area and Grade Level or Course*. Retrieved November 10, 2013, from <http://www.pdesas.org/Standard/Views>

The First Thanksgiving: Virtual Field Trips, Videos, and Slideshow. *The First Thanksgiving: Virtual Field Trips, Videos, and Slideshow*. Retrieved November 10, 2013, from http://www.scholastic.com/scholastic_thank

Waters, K., & Kendall, R. (1989). *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York: Scholastic Inc..

Waters, K., & Kendall, R. (1993). *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*. New York: Scholastic Inc..

Record Sheet

Subject/Period *Social Studies: Pilgrims*
Can student correctly identify who the pilgrims were and describe how they lived?

Student Name	Date									
A.B		✓								
G.C		✓							✓	J.T
Y.C			✓						✓	J.T.C
T.C		✓								
L.C		✓								
J.C		✓							✓	A.Z
W.D		✓								
K.E			✓							
L.E		✓								
J.F.B		✓								
A.F		✓								
A.F.K		✓								
S.G		✓								
A.G		✓								
E.G			✓							
A.G		✓								
A.M		✓								
L.M		✓								
J.O.R		✓								
D.P			✓							
A.R		✓								
D.R		✓								
I.R		✓								
A.S		✓								
S.S		✓								
H.S		✓								
J.S		✓								
A.S			✓							

Checklists: (Day 1 and Day 2)

Day 1:

Day 2:

Record Sheet

Subject/Period Social Studies: The Mayflower

Can students identify the Mayflower and explain why it was important?

Student Name	Date	U	U	U	U
(Absent) A.B. (John)					
G.C		✓			
Y.C		✓			
T.C		✓			
L.C		✓			
J.C		✓			
W.D		✓			
K.E		✓			
L.E		✓			
J.F.B		✓			
A.F		✓			
A.F.K		✓			
S.G		✓			
A.G		✓			
E.G		✓			
A.G		✓			
A.M		✓			
L.M		✓			
J.O.R		✓			
(Absent) D.P.					
A.R			✓		
R.D		✓			
(Absent) I.R					
A.S		✓			
S.S		✓			
H.S		✓			
J.S		✓			
A.S		✓			

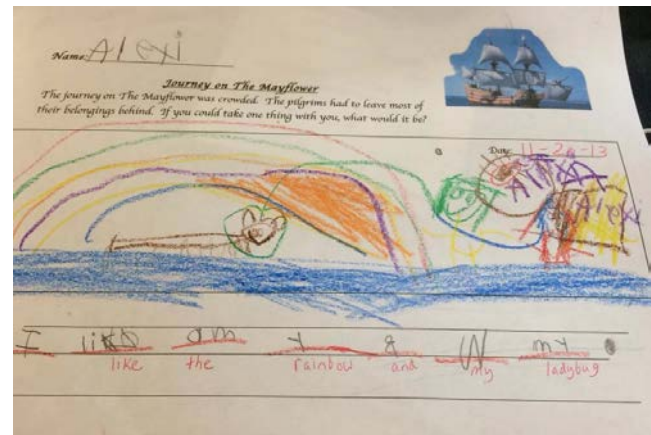
K.J.T.
K.J.T.C
A.Z.C.H.



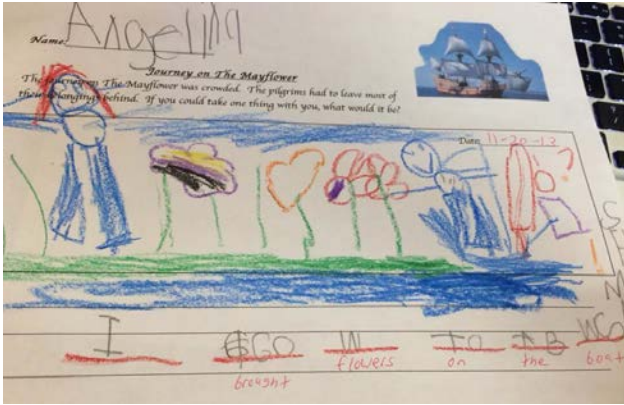
Pictures from lesson: (Day 1: Pilgrims)



Work samples 1:



Mayflower kid writing activity:



Pictures and work samples from Day 2 of lesson: (The Mayflower)

