LESSON PLAN

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| **NAME: Tosha Cook** | **DATE: 10/20/11** |
| **Unit Title:** Language Arts and Mathematics – The Button Box  **Lesson # and Title:** 2D Standards Based Thematic Unit  **Grade:** Kindergarten | |
| **Goals:**   * **GLE 0001.6.2** Recognize that illustrations support information in the texts. * **GLE 0006.5.1** Sort objects and use one or more attributes to solve problems. | |
| **Instructional Objectives:**   * **0001.6.3** Use illustrations to help comprehend informational texts.   + Students will be given opportunities to look at and explain what the pictures tell them, before the teacher reads the text, one page at a time.   + Students will draw pictures and words to represent their sets. * **0006.5.1** Sort objects into sets and describe how the objects were sorted.   + Students will use characteristics (shape, color, size, button holes, etc.) to sort and explain how they decided to group the buttons.   + Students will be encouraged to count and label by using descriptive words. | |
| **Materials and Media:**   * Reid, M. (1995). The button box. New York, NY: Puffin Books. * <http://tosha3385.edu.glogster.com/cyber-hunt-kindergarten-math-and-language-arts/> * 1 Bag-0-Buttons per 4 students (with four different colors and a variety of shapes, button holes, and sizes) * Construction Paper * Crayons * Pencils | |
| **Required Prior Knowledge/Skills:**   * Students should be able to recognize characteristics that make objects alike and different. (Ex. color and size) * Students should be able to count. * Students should be able to use descriptive words. * Students should be able to participate as a group and an individual, both through discussion and activity. * Students should be able to look at pictures and verbally express their thoughts of what they think the pictures represent. * Students should know NOT to put the buttons in their mouth! | |

**INSTRUCTIONAL PROCEDURES**

**Set (10min):**

* Teacher reads *The Button Box* by Margaret S. Reid to the class
* Teacher should allow students to see the pictures to promote thinking and construct meaning before reading the text, for each page.
* As the teacher reads, he/she should ask questions about the story and the types of sets that were made with the buttons. Focus questions around such concepts as color, size, pattern/design, material, and buttonholes.

**Instruction (60min):**

* Teacher will construct a class discussion using the Glogster link to prepare students for the activity.
* Teacher will show the class a button box filled with a variety of buttons and actively discuss (as a class) the different sets that can be made.
* Students will then go back to their tables to listen to instruction and receive materials, buttons and large piece of construction paper.
* Teacher will explain to the class that they will be sorting buttons like the little boy in the book did.
* Students will work in groups of four to sort buttons into the four different colors.
* Teacher will assign 1 student per table to 1 of the four colors of buttons.
* Teacher will encourage students (as individuals) to explore the different characteristics of the buttons and classify them into sets or groups. Teacher will indicate that the students need to be able to describe how and why they decide to sort the buttons into groups.
* As students make different sets with their buttons, the teacher will instruct the class to count the buttons in each set and to use words to describe each set. (Students should be able to describe their sorting factors.) \*Students should easily have at least four different sets of their assigned color of buttons. \*
* Students then will draw at least one button from each set they have organized and write descriptions of what makes a button fit into that set, on their construction paper.

**Closure (15min):**

* Teacher will instruct the students to place their buttons back in the bag. Students should make sure all buttons at their table return to the Bag-O-Button kit.
* As a class, the students will share their large construction paper with pictures and descriptive words of the four sets of buttons they organized.
* Students will be able to see the pictures of the buttons to help understand what the written description says.
* Students will also have the opportunity to compare and contrast the characteristics their classmates used to separate the button sets to their own.
* Teacher will ask summary questions to help wrap up the lesson.
  + How did you sort your buttons?
  + Where would my button go in your groups? Why?
  + How else could you sort your buttons?
  + How could you sort your buttons into just two groups?

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| **Provisions for Individual Differences:**   * ELL students will also have the opportunity to learn from peers during the whole group discussions. One-on-one help will be provided as needed during the guided practice. Providing access to the book to view the realistic pictures from the text will help reinforce the vocabulary for the ELL students. * Lower-level students can learn from their peers during the whole group discussions. One-on-one help will be provided as needed during the guided practice. * Higher-level students will have the opportunity to be creative and complex in their sorting methods by creating more than four sets.   Blooms Taxonomy:   * **Remembering:** Students will be able to recall information from the story and the discussion questions from the Glogster link to decide how to organize their own sets. * **Understanding:** Students will be able to discuss and dictate/write descriptive words and draw pictures of how they classified their button sets. * **Applying:** Students will be able to construct new sets by choosing characteristics to make only two groups after the four sets. * **Analyzing:** Students will be able to compare and contrast buttons to make sets. * **Evaluating:** Students will be able to justify how they made their sets based on characteristics by using words and pictures. * **Creating:** Students will be able to create their own button sets and write descriptive words explaining how they assembled the sets.   Gardner’s Multiple Intelligences:   * Linguistic -   + Following along as the text is read   + Having class discussions about the text   + Dictating their own thoughts as they classify sets   + Using words to describe their sets   + Using invented spelling (Ex: words are composed of letters) and/or using word banks * Interpersonal -   + Students will work as a class to complete critical thinking exercises (i.e. dictating characteristics, and reviewing the story and Glogster link through class discussion). * Intrapersonal -   + Students will write words and draw pictures showing their self-reflection of how to categorize sets. * Logical-mathematical –   + Students will sort objects and use one or more attributes to decide how to make their sets. * Spatial –   + Students will use illustrations that coordinate with written words to comprehend text both with the book and their own work. |
| **Assessment and Evaluation:**   * Teacher will observe whether students are able to sort buttons by characteristics. * Teacher will observe if students were able to verbally express the characteristics by which the buttons were sorted. * Students will record data, about their buttons, using words and pictures on their large construction paper. * Teacher will observe if students’ drawings represented their text. |
| **Supplemental Activities:**   * **Individual Practice:**   + Students can use the Glogster link to further strengthen skills.   + Students could collect a set of items from home and display the sets on a Venn diagram. * **Group Practice/Review:**   + Students could count the number of buttons on their clothes. They could make a class line plot displaying their data.   + Teacher could tape a sheet of chart paper on the board, have the class gather on the rug, and tape two buttons next to each other at the top of the chart. Students could name things that are the same or different about the two buttons and record their responses on the chart. |

**Glogster Questions**

1. How can we sort buttons into groups by colors?
2. What book is about sorting?
3. Can pictures represent words?
4. How can we make two groups into one group?

**Glogster Questions:**

**Answer Sheet**

1. How can we sort buttons into groups by colors?

* By placing the same color buttons in rows an/or columns.
* Decide what different colors there are and put all buttons of the same color together.

2. What book is about sorting?

* The Button Box
* Sorting
* Grandma’s Button Box
* A String of Beads

3. Can pictures represent words?

* Yes: Ex. a picture of and apple for the word apple

1. How can we make three groups from two groups?

* By taking items out of one group that share a characteristic as an item in the second group. (Ex. Group 1 is constructed of items that are red and Group 2 is constructed of round items. So all round red items would go into Group 3.)
* By using a Venn diagram we can see that the middle group is where Group 1 and Group 2 overlap and make Group 3.