

GLOBAL EDUCATION LESSON PLAN

Student Name: Gab

Lesson Title: Be yourself

Curriculum Area(s):

Grade Level: First Grade

Time Frame: 45min-60min

Book Information: Joan Proctor, Dragon Doctor The woman who loved reptiles written by Patricia Valdez and illustrated by Felicita Sala

Content Standards:

LAFS.1.RL.1.1-Ask and answer questions about key details in a text.

LAFS.1.SL.2.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

“I Can” Performance Outcomes for Students Aged 4-7:

First Grade- Recognize perspectives

I can explain what I think about an important problem related to my home or school.

Brief overview of the lesson:

The plan for the lesson is to read Joan Proctor Dragon Doctor. While we are reading the book, we will be talking about why someone pursuing her love of reptiles, even though it was against the grain. I want to ask students their opinion on her deciding to do this. Why it is important to be yourself. And I want the children to reflect on what they enjoy the most. The goal is for the children to be themselves because we need a world with a lot of different people. Then they get to create a self-portrait of themselves in their own space. Then we would combine all of their self-portraits together into a quilt that hangs in the classroom to show a community.

List of materials:

The book Joan Proctor Dragon Doctor

Paper and coloring utensils

Tape or staples

Brief summary of selected book (Americas Award Winning Text):

Joan Proctor Dragon Doctor is about a woman who loved reptiles, when it was weird for a woman to love reptiles. It talks about how Joan's love for reptiles and behaviors were looked at strangely as she was growing up. It was the start of woman getting job, because the men went off to war. Joan worked at the Natural History Museum and was known for how well she cared for the reptiles. The public was so intrigued and entertained by her work with reptiles, and she was well known for her research and ingenuity with reptiles.

Essential Questions:

1. What do you think about Joan liking reptiles?
2. What do you think about people thinking that it was weird that Joan liked reptiles?
3. What do you think about men being the only ones that worked?
4. What is something that someone might say now that you think is crazy?
5. If no one was telling you what you think you should do, what would you want to do in the future?
6. What if everyone was the same? How do you think the world would function?
7. Why do you think that it is important for you to be yourself?

Assessment Evidence:

Formative:

I will be asking the students the questions on the rug and hearing their responses to see how they feel about staying within human-made bounds, by asking about what they think about Joan's situation.

Summative:

At the end of the read aloud, the students will be going back to their table and drawing a portrait of themselves surrounded by things that they love. And then we would put everything together into a quilt. I would ask the students why they thought it was important for the everyone to be themselves.

Procedures:

1. I will introduce the book to the students
2. We will read the book while going through some of the question in the essential questions.
3. I will have the students create their own portrait of themselves surrounded with the things that they love, and it doesn't have to be stuff that is out of the norm.
4. We will create a quilt of all of the students in the class
5. We will have a discussion on why it is important for everyone to be themselves.

Additional Comments:

Anticipated Difficulties:

It may be difficult a difficult concept to talk about the oppression that has been put on woman and a possible conversation about how there is still oppressive thoughts and behaviors towards woman and other groups of people.

Something that the students like that is against the grain may be offensive to others. We would then have to talk about how we want to be ourselves, but that we want to make sure that it is not at the expense of others.

Differentiation:

I think that students who are English language learners may have a harder time with the discussion. This is something where I can pull them aside and try to talk it out with them, and possibly have some translated words prepared.

I would allow for the conversation to go longer and allow for students to ask questions if they need enrichment. Children can also write a sentence or two in their illustrations.

For children who may not have the physical ability to draw I could try to set them up with clipart on the computer.

Reflection:

I feel comfortable doing a read aloud and writing a lesson for a read aloud. The “I can” standards that I followed did make this activity a little more difficult for me to prepare. It reminds me of social studies, which is what I always had the hardest time planning for in my internship. I feel like when I do a read aloud, I love when the conversation becomes more global and the students are sharing their perspective. I just don’t have much experience preparing for it. Sometimes I am just lucky enough for it to happen. I think that intentionally thinking about how the students can be more of a global citizen and preparing my lesson to assist in that is helpful. It’s always hard to start preparing for something new. Like when I first started writing lesson plans. But once you practice it always gets easier. I want to practice writing lesson plans for I Can statements so that I can become more fluid in bringing it into the classroom. I am unsure of how this would have gone in the classroom. I never know, sometimes the students are very conversational, and sometimes they barely answer the question. I think that practicing this and reflecting on my lessons will help with perfecting my teaching of global lessons.