

GLOBAL EDUCATION LESSON PLAN

Student Name: Karry Butdorf

Lesson Title: “Listen to my Passion”: Reading and Experiencing *Joan Procter, Dragon Doctor The Woman Who Loved Reptiles* By Patricia Valdez

Curriculum Area(s): ELA, Science

Grade Level: First Grade

Time Frame: 5 days

Book Information: *Joan Procter, Dragon Doctor The Woman Who Loved Reptiles* By Patricia Valdez

Works cited: Valdez, P. (2018). *Joan Procter, Dragon Doctor The Woman Who Loved Reptiles*. London: Andersen Press

Content Standards:

LAFS.K12.SL.2.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LAFS. K12.SL.2.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Grade 1: Communicate Ideas

I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.

Brief overview of the lesson:

First, I will read *Joan Procter, Dragon Doctor The Woman Who Loved Reptiles* By Patricia Valdez in the form of a read aloud. This book is about an inspiring woman who loved reptiles and wanted to be a doctor for this particular animal type. Unfortunately, that came across weird to a lot of people. Instead of listening to what people thought she should do when she grows up, Joan decided to follow her passion and eventually became a keynote speaker about her love of reptiles. After reading the book, I will ask students what some things are they love and consider to be a passion. I will then create a list on an anchor chart of the ideas my students come up with. Then, I will model how to write a speech, explaining what my passion is and the three reasons why. I will then ask my students to follow my model but implementing their own passion and reasons, making it their own speech. I will also have my students draw an illustration that represents their passion. After speeches and illustrations are complete, the student's will come up and read their speech to their classmates and display their illustrations. I will collect the speeches and illustrations to assess whether students have mastered the standards, as well as, complete a rubric on how students present their speech to see if they have met the global competency standard.

List of materials:

- Book: *Joan Procter Dragon Doctor The Woman Who Loved Reptiles* By Patricia Valdez
- Anchor Chart Paper for list of ideas from students
- Anchor chart modeling my speech for students to reference
- Different colored markers
- Pencils/erasers
- Writing paper for students
- Copy paper for illustrations
- Elmo to display illustrations
- One Item that students can bring on presentation day that represents their passion
- Premade rubric

Brief summary of selected book:

Joan Procter, Dragon Doctor The Woman Who Loved Reptiles By Patricia Valdez is about a young girl who had an obsession with reptiles, like lizards. The book continues, following Joan from a little girl to a grown adult and all of her success becoming a doctor for reptiles. Furthermore, the book explains how Joan was hired at a museum where she cared for many reptiles and especially cared for a Komodo dragon named Sumbawa. Joan became an international sensation in the science world, and she ended up becoming a keynote speaker at events like the Zoological Society of London. She presented about her passion for reptiles, bringing Sumbawa along with her. The book concludes, describing how Joan lived the rest of her life walking around the zoo she worked at, Sumbawa never leaving her side.

Essential Questions:

1. What does it mean to be passionate about something?
2. What is something you love or are passionate about?
3. Why are you passionate about _____?
4. What did you learn from Joan Proctor's speech?

Assessment Evidence: What final product will you gather from the students to

Formative: After asking the students some questions about *Joan Procter, Dragon Doctor The Woman Who Loved Reptiles* By Patricia Valdez, I will ask students to think about something they are passionate about and why they are passionate about it. After a minute of independent thinking time, I will ask students to turn to their shoulder partner and discuss each other's passions and the reasons behind the passion. I will be observing and listening to student's discussions to assess if they are understanding what a passion is. After a few minutes of partner talk, I will ask some partners to share each other's discussion and offer feedback. This think, pair, share activity will allow me to assess whether I need to readjust my lesson and further explain passions or if students are ready to start writing their speech.

Summative: *I will provide students a rubric before writing time, during writing time, and will use it to grade after they finish their speech. *
I will use a rubric to assess student's brainstorming to see if students are able to understand what a passion is and if they can come up with solid reasons as to why it is their passion. I will use the same rubric to assess students' abilities to write a speech. I will then use the rubric to assess students' abilities to be able to articulately present their speech to their classmates. The completed rubric will determine if the student mastered the state standard and global competency.

Procedures:

Day 1: Read aloud and think, pair, share activity

Step 1: I will explain to students that I will be reading a story called *Joan Procter, Dragon Doctor The Woman Who Loved Reptiles* By Patricia Valdez. I will ask students to think about the central message of the story while I am reading.

Step 2: I will read the story, stopping periodically asking CROWD questions.

Step 3: I will explain, and clarify if students didn't already make the connection, that Joan followed something she was passionate about and shared her ideas with other scientists. (Open discussion with students about passions and sharing ideas)

Step 4: I will ask students to independently think about what their passion is and why.

Step 5: I will ask students to share their passions with their shoulder partner. (I will be observing during this time as a formative assessment)

Step 6: I will ask a few partner pairs to share out with the entire class. (I will be observing and listening during this time as a formative assessment)

Step 7: I will write down student's passions that they share out on an anchor chart. Making a list that students can reference the rest of the lesson.

Step 8: I will explain what we will be doing the rest of the week with this book and anchor chart.

Step 9: Wrap up day 1

Day 2: Brainstorm activity for speech and start speech

Step 1: I will review the anchor chart that we created together on day 1.

Step 2: I will explain to students that we are going to brainstorm about what we are going to include in our speeches (I will model on an anchor chart and then have students complete it at their desk). Students will be given the rubric at this time, so they know the expectations for the brainstorm process.

Step 3: I will be going around the classroom having a brief conference with each student discussing their brainstorm.

Step 4: I will call students back to carpet. I will read the rubric and model how to write the first part of my speech on an anchor chart.

Step 5: Students will be dismissed to write the first part of their speech, using the rubric, their brainstorming paper, and my model.

Step 6: Wrap up for the day

Day 3: Add detail and start illustrations

Step 1: Call students to the carpet and review what we have already completed the last two days.

Step 2: Read the rubric and model adding detail to our speeches. Explain to the students I will be looking for three reasons as to why it is their passion.

Step 3: Release students to their desk so they can add their supporting detail. I will be walking around the classroom having mini conferences with each student (as time permits).

Step 4: Call students back to carpet and model drawing a detailed and relevant illustration that matched the speech.

Step 5: All students to go back to desk and start illustrations

Step 6: Wrap up for today

Day 4: Finish illustrations, revise and edit speeches

Step 1: Briefly review what we have accomplished the last three days.

Step 2: Allow students to finish and add color to their illustrations.

Step 3: Have last mini conf. with students helping them revise and edit their speeches so they are ready for presentations.

Step 4: Review rules and expectations of presenting to peers. Review rubric explaining what I am looking for when they present. I will also explain to students that they can bring something that represents their passion like how Joan brought Sumbawa to her speeches.

Step 5: Wrap up for the day

Day 5: Presentation Day

Step 1: Review rules and expectations of presentation day.

Step 2: Model good presenter behavior and model good audience behavior.

Step 3: Allow students to sit in authors chair and read their speeches.

Step 4: Wrap up entire activity.

Step 4: Grade students work based on rubric, measuring global competency.

Additional Comments:

Anticipated Difficulties:

- Not being able understand what a passion is
- Not being able to read the rubric
- Coming up with three reasons
- Presenting it clearly to peers

Differentiation:

- For my students having difficulty understanding what a passion is, I will provide real life examples and stories about people finding something they love and ask them about some things they love to do to.
- For my students having difficulty reading the rubric, I will add visuals representations next to each section so students can understand what I am asking them to do.
- For my learners struggling to come up with three reasons:
 - I will model myself brainstorming three reasons why teaching is my passion

- I will provide a graphic organizer to help students organize their thoughts
- I will “interview” students during mini conf. to help them think of why they love ____
- For my learner struggling with presenting their speech:
 - I will offer a microphone to help them speak loudly and clearly.
 - I will allow them to record themselves giving their speech with the iPads and will allow them to play the recording in front of their peers on presentation day.
- I will provide erasers and grippers for pencils so students can erase mistakes and have the proper tools to help them write in their best handwriting.
- For my fast learners, I will allow them to work on their illustrations and practice presenting with another fast learner while their peers are finishing up their writing.
- ELLs:
 - ELLs, depending on WIDA levels will be allowed to write either all of their speech or a part of their speech in their native language.
 - I will translate rubric in native language but also include English version, so they have an opportunity to read in English.
 - I will provide a graphic organizer to help students organize their thoughts.
 - I will include mini images next to the passions written on the anchor chart that students are allowed to reference when brainstorming and writing their speech.

Additional Resources:

In the future, I could use technology to allow students to research more about their passion and the different careers associated with it. I would also allow students to use technology to publish their speeches so we could make a class book for our library of all of our student’s first grade passions. Furthermore, I could also find other books associated with someone following their passion and becoming a keynote speaker to advocate for it. Having additional children books associated with this global competency will allow students to fully immerse themselves in the topic and completely understand the importance of sharing their ideas with their peers.

Reflection:

This was such a different lesson plan than I am used to. I have never had to look at global competencies and connect them to Florida State standards. Because this was such a new concept for me, it was at first an overwhelming task and I was unsure of how to tackle it. However, once I read through the book a couple of times and truly understood the central message being told, I was able to start designing the lesson plan. Although I feel fairly confident that the lesson I designed would help students master the global competency, I believe there is also room for improvement since this is my first time doing something like this. I would love to actually apply this lesson in a real classroom to see

what I could do differently next time to help students understand the importance of sharing their ideas with their peers.

I chose my strategy of speech writing and presentations because after completing my first-grade internship, I observed my students wanting to write what they love to do and always wanting to share it with either me or one of their friends. After experiencing that, I figured that would be the best way for students to understand that Joan Procter followed her passion and shared her ideas with people when she became the keynote speaker for reptiles. Allowing them to follow Joan's idea and become "a keynote speaker" for their passion and share it with their peers seemed to be the best way I could get the students to master the global competency as well as the Florida state standard.

Overall, this was a great learning experience for me and something I can see myself trying to incorporate into my own classroom next year. I believe that becoming globally competent is very important in today's society, yet it is largely left out of the everyday instruction. However, after getting to practice connecting a global competency standard to a Florida standard, I feel like it is very doable.