

GLOBAL EDUCATION LESSON PLAN

Student Name: Charity Groger

Lesson Title: be you, be *different*, be who you are *meant* to be

Curriculum Area(s): ELA, Social Studies

Grade Level: First Grade

Time Frame: 45 minutes

Book Information: Joan Procter, *Dragon Doctor/ The women who loved reptiles*
Valdez, P., & Sala, F. (2018). *Joan Procter, dragon doctor: the woman who loved reptiles*.
London: Andersen Press.

Content Standards:

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

LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

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

I can identify when someone else has an idea that is different from my own.

Brief overview of the lesson:

I am going to have the students sit in their spots on the carpet and read aloud the book *Joan Procter, Dragon doctor*. Throughout reading this book, I will stop to focus on different parts of the story to help guide critical thinking. After finishing the book, I will ask the students to discuss with one another about an interest or passion they have that they enjoy doing. Through this process, the students will realize that they might have chosen similar or different answers. Finally, I will have the students go back to their desks to either write or draw what it would look like if they followed their interests/passions.

List of materials: book, paper, students drawing and writing supplies

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

Joan Procter, Dragon Doctor is about a woman who was born in 1897. Instead of doing what all the other girls did at this time, she decided to follow her interest in taking care of her lizards and other animals. These interests turn into a passion where she studies and works with many different reptiles and finally, an Komodo dragon. The story follows Joan through her childhood to the amazing things she accomplishes in her work.

Essential Questions:

- “Would any of you like to have all these animals in your room? Why or why not?”
(showing differences within the student’s answers)
- “what do you think the boy’s facial expression is saying?”
- “Think about how the people at the school reacted to having a crocodile in their school. Why do you think it’s different than how Joan feels?”
- “Why do you think the curator thought Joan was special?”
- “Why do you think they asked for Joan’s help and not someone else?”
- “what do you think of Joan’s story?”
- “What would have happened if she just played with dolls like the other girls her age?”
- “What is something that you are interested in?”
- “What do you think that could turn into if you continued?”

Assessment Evidence:

Formative:

I will ask questions during the lesson that will help check on student’s comprehension. (look at the essential questions for a few examples)

Summative:

I will use the student’s final products and discussion answers as evidence for assessment. The students work should show that they understood how they interests now can become something big and meaningful in the future. I will also use discussion questions to help identify if the students understand that people can have different interest and that is awesome!

Procedures:

Step 1: I will read aloud the book *Joan Procter, Dragon Doctor* by Patricia Valda. Throughout the reading I will ask questions that help guide the students into seeing how Joan Procter followed her dream and became an amazing role model in history. I will also ask questions that will help enrich their comprehension of the story and create a more critical eye to what is happening.

Step 2: After reading the story, I will have the students think for a moment about what interests or passions they have right now that might be different from someone else. I will then ask the students to turn to a partner and briefly share their answer. The students will then share out their responses to the class if they would like to. To bring the attention back to the book, I will open the book to a specific page and talk about how Joan Procter followed her dream that was different than anyone else's, and she contributed wonderful things to society.

Step 3: Finally, I will have the students go back to their desks to either write or draw what it would look like if they followed their interests/passions. I will walk around during this time to help those that might be struggling with what they want to create. After giving everyone 15 minutes, I will ask three students if they would like to share. If more students want to share, I will save their work for the next day's morning meeting.

Additional Comments:

Anticipated Difficulties:

One difficulty that I am anticipating is the fact that some students might say they have no interests. I will help this child by asking "what is something you enjoy doing in your day?" or "what would you be doing right now if you could?" Whatever the student answers, there will be something great that they can turn it into. Another difficulty in this lesson would be to not emphasize that this is what they are going to do with their lives. It is just a way for them to understand that their interests now could get them far if they wanted to.

Differentiation:

I will differentiate this lesson a few ways for the students who need it. If I have an ESOL student in my classroom, I will provide information on Joan Procter in their language before the lesson. I will also use a chart paper to help illustrate and expand on what I am trying to get across in this lesson. I also plan on asking higher and lower questions to students depending on their level of understanding.

Additional Resources:

Reflection:

Over the last few weeks, I have thought of many ways to teach this read-aloud and I am so happy to end on this. Even though I currently don't have a classroom to teach this lesson in, I am definitely using it in the future. The lesson brings up topics that can help bond a classroom environment by allowing each child to see their differences but also their unity. I also feel strong that I can adapt this lesson as need be for any individual child within the classroom.

Throughout the process of creating this lesson plan, I found myself remembering to tie in the CAN-DO with the entire concept. It began as a small connection, but as I thought out the entire plan, it became a great underlining factor to this lesson. *The focus of this lesson* is to show that people can be whoever they want to be. It is okay if someone has different interests and passions than us. These differences make us unique and have a purpose in life.

This lesson ties perfectly into recognizing many cultures and backgrounds by allowing the students to create individual work pulled from their own background knowledge and interests. When done in a welcoming environment, students will feel comfortable to share their work with one another. Other students in the classroom will be able to see how each one of them has something different in mind, but still carry a purpose regardless of what it is.