



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

Stephanie Bushell Watters

Grade Level(s):

Kindergarten

Subject:

ELA, communication

Social Studies: compare and contrast, past and present

Length of Class: 1 day

40-45 minutes in duration which includes; whole group, back to back/face to face (B2B/F2F) sharing and individual journal writing.

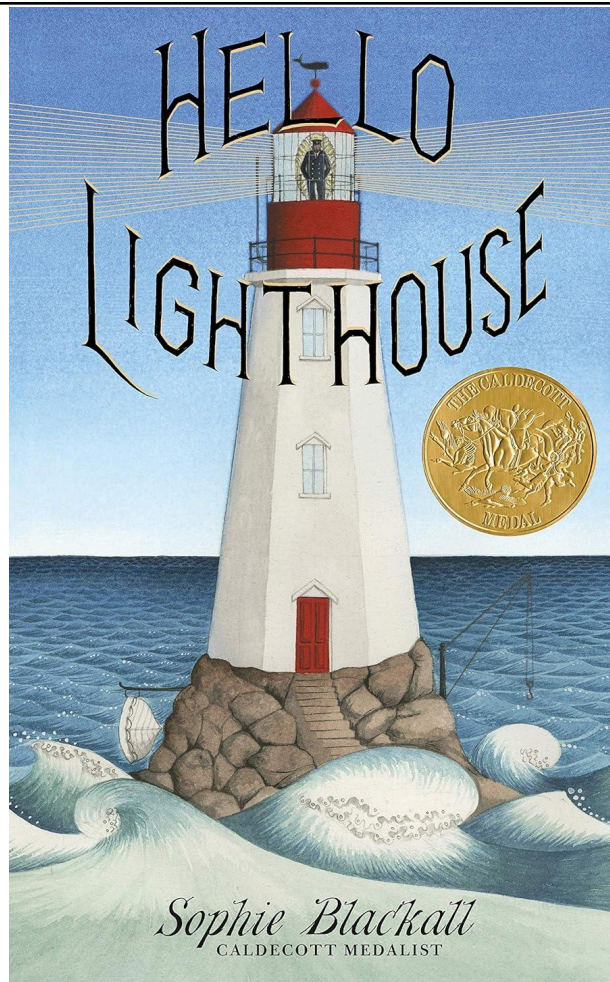


Image Citation:

Blackall, Sophie. *Hello Lighthouse*. Orchard Books, 2019.

Lesson Title:

Let's find out about Lighthouses.

Overview:

The students will investigate, discuss, compare and write about lighthouses.


Learning Objective:

Desired learner outcomes in precise, measurable, and obtainable terms.

1. I can compare and contrast the two lighthouses.
2. I can define what a lighthouse is and how it is used.
3. I can write about "my" lighthouse.

Standards:

K.Communication: Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting

	<p>diverse perspectives. 1.2 Practice the skills of taking turns, listening to others, and speaking clearly. 1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups. 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p> <p><u>K.History</u>: K.H.2 Examine ways in which individuals change or stay the same over time. K.H.3 Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts</p>
Essential Question:	What is a lighthouse and what is it used for?
Supporting Question(s):	<p>What are the differences and similarities between HH and SI lighthouses?</p> <p>What do we learn from <u>Hello Lighthouse</u> to answer our essential question?</p>
Digital Primary and Secondary Sources:	<p>Hilton Head Lighthouse https://www.loc.gov/item/2017712435/ Sullivan’s Island Lighthouse Photo</p> 
Required Classroom Materials:	<p>Promethean Board, HH and SI lighthouse pictures, <u>Hello Lighthouse</u> by Sophie Blackall, Little Lighthouse song, https://www.youtube.com/watch?v=IOI0PCqdcqE, student journals, pencils and crayons</p>
Classroom Environment:	<p>The classroom is arranged with a 7x7 foot floor space (rug) facing the Promethean Board that is flanked with 5 round tables in an L-shape (back and right side of floor). There are shelving units on the left side</p>

	that act as a barrier and complete the square shape. The children will be on the rug for most of the lesson and at their tables for the end.
Differentiation and Adaptations:	During back to back/face to face, my assistant and I will be walking around the room listening and asking questions of the children, allowing the children to either elaborate or redirect the discussion. While the children are writing in their journals, we will stop by the tables and interact with each student. It may be to help with spelling, punctuation and sentence content or it may be to praise, ask questions about the picture and give feedback depending on the child.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
Introduction: 10-12 min.	<ol style="list-style-type: none"> 1. Show the children the picture of the HH lighthouse. Provide enough time for the children to really LOOK at the picture. 2. Ask the following questions: What do you see in this picture? What do you notice first? What do you call a building like this? How do you know? What else is in this picture? 3. Discuss students' observations and answers. 4. Show the children the picture of the SI lighthouse. Provide enough time for them to really LOOK at the picture. 5. Ask the following questions: What do you see in the picture? What did you notice first? What else is in the picture? 6. Discuss students' observations and answers. 7. Explain to the students the objectives and expectations of the lesson and how it will proceed.
B2B/F2F: 5-7 min.	<p>*The children are familiar with this routine and know their B2B/F2F partners. They stand back to back and listen to the prompt, as they come up with their answer, they put a thumbs up to their chest. When all pairs are ready, the signal is given and they turn around face to face. Partner A gives his/her thoughts first and then Partner B shares.</p> <ol style="list-style-type: none"> 1. Tell the children that today, they will be comparing the 2 lighthouses they just observed. Each child will be responsible for stating 1 thing that is the same and 1 thing that is different.

	<ol style="list-style-type: none"> 2. Monitor and redirect if necessary. 3. Pick 3 or 4 pairs to share what their partner said. 4. Discuss some of the similarities and differences that were brought up.
Story: 15 minutes	<ol style="list-style-type: none"> 1. Show the children the book, <i>Hello Lighthouse</i>. 2. Ask the following: Did you know people can live in a lighthouse? What do you think it would be like to live in a lighthouse? What do you think might happen in the story? 3. Listen to and respond to students' ideas. 4. Read the story; pointing out the illustrations, the weather, the location and the point of view. 5. Discuss the story; characters, "looking through the window", how the lighthouse keeper and his family lived on the island, is it similar to "our" lighthouse, would you want to live there? 6. Listen to and respond to students' answers. Foster connections between answers and ideas. 7. Brain Break: Little Lighthouse, Sue Mc Bride https://www.youtube.com/watch?v=IOIOPCqdcqE
Journals: 10-12 minutes	<ol style="list-style-type: none"> 1. Tell the children that they will be writing about "their" lighthouse in their journal. Will they live there? Where will it be? What does it look like? 2. Remind students that they will need to write 2 sentences and use 5 or 6 colors depending on their age. (Classroom rule: at least 5 colors if they are 5 or 6 colors if they are six, but they can always use more) 3. Write sentence prompts on the Promethean Board and discuss each. <ul style="list-style-type: none"> -My lighthouse is in/on/near... -My lighthouse is... -I do/do not live in my lighthouse. Why? -I can see ___ from my lighthouse. 4. Ask for questions or clarifications. Let the students begin to write and draw in their journals.

Assessments:	<p>Evaluations will be informal. Feedback will be verbal. Each part of the lesson will lend itself to show student learning and connection to the objectives, mainly through interaction and discussion.</p> <ol style="list-style-type: none"> 1. Listening to and responding to the children as they comment on the pictures of lighthouses. 2. Listening to the B2B/F2F pairs as they compare and contrast the 2 lighthouses. (Asking questions or prompting if necessary.) 3. Listening to and responding to students as we discuss <i>Hello Lighthouse</i>. 4. Interacting and giving feedback to the students as they write and draw in their journals.
Learning Extensions:	Take a walk to the Sullivan's Island Lighthouse so the children can see it up close. Find images of other lighthouses in South Carolina and in the

	United States. Create a lighthouse in Science Lab or Maker Space. the students can share their journals with their 5th grade reading buddies,
--	---