Jessica Swartz

Dr. Johnson

CURR 304

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Direct Lesson #1

Demographic Within Unit:

Working Class Students

Essential Question:

How will integrating kindness into my daily life and exhibiting it to others benefit me?

Unit Title:

I Think To Myself, "What A Wonderful World": An In-Depth and Engaging Examination of Promoting Kindness In Order To Create A Nurturing Learning Environment

**Format**

“The Stepping Stones of Kindness”

C.C.S.S. /Standard

W.PR.04.01: **Introduce** a topic or text clearly, **state** an opinion, and **create** an organizational structure in which related ideas are grouped to support the writer’s purpose.

* **Introduce**: To bring to one's notice or into one's experience. (<http://web.claibornecountyschools.com/resources/files/2015/08/common-core-academic-vocabulary-ela-k-12.pdf>)

Based on Standard:

* Criteria: based on previous writing instruction concerning explaining one’s opinion and organizing information
* Audience: fourth grade students will
* Behavior: introduce, state, and create
* Degree: a topic, an opinion, an organizational and grouped structure to support the purpose

Disability: ADHD (Attention-Deficit/Hyperactivity Disorder)

Accommodation: Providing the student with a note-taker. (<http://www.additudemag.com/adhd/article/1664.html>)

Modification: Break the assignment into smaller parts. (<http://www.additudemag.com/adhd/article/5901.html>)

Objective 1 (based on Knowledge level of Bloom’s Taxonomy):

Objective: Based off of their own idea of kindness and class discussion, fourth grade students will state their definition of kindness and their opinion about this concept that supports their definition in a structured Word document.

Based on Objective:

* Criteria: Based off of their own idea of kindness and class discussion
* Audience: fourth grade students will
* Behavior: state
* Degree: their definition of kindness and their opinion about this concept that supports their definition in a structured Word document

Objective 2 (based on Comprehension level of Bloom’s Taxonomy):

Objective: Based off of the definition of kindness covered in class and past experience, fourth grade students will describe their opinion of kindness in greater depth by giving examples in order to support their paper in a structured and organized Word document.

Based on Objective:

* Criteria: based off of the definition of kindness covered in class and past experience
* Audience: fourth grade students will
* Behavior: describe
* Degree: their opinion of kindness in greater depth by giving examples in order to support their paper in a structured and organized Word document

(Attached on the back is a representation of Bloom’s Taxonomy)

**Direct Lesson Steps**

**Anticipatory Set Activity:**

(Wearing a hat and a necklace with hearts on it that say “I think…” and pencils attached to my clothing to indicate a writing aspect.)

“Good morning/afternoon, Kindness Captains! In ELA today we will be putting on our writing caps and working on a new activity. Before this, let’s stand up and get ready to learn. I am going to play a song called ‘I’ll Stand by You’ by the Pretenders. While we silently listen to the song, I want you to interpret what the lyrics mean and reflect it in an interpretive dance. For example, if the song is upbeat and joyful, I would move quickly, but if it is slow and sultry, I might move more slowly.”

(Play the song for the class and allow them to perform their interpretive dance. Stop the music when they are done.)

“Great job students! I saw some very expressive movements. For example,…” (Point out some specific movements and the students who performed them.)

“Now that we have expressed ourselves individually, let’s get in pairs. Once you have a partner, state your opinion on the lyrics of the song by both speaking and acting it out. For example, if you say ‘I think…’ point to your head because that’s where your brain is!”

**Objective**

(Project the visual display of parts B & D of the objective to the students.)



Opinion: view or judgement about a topic

State: express something clearly in writing

State:

Your definition of kindness and your opinion about this concept that supports your definition in a structured Word document

“Now, Kindness Captains, please draw your attention to the image projected on the board. At the end of today’s lesson, you will be able to state your definition of kindness and your opinion of this topic in relation to the definition in a Word document. As you can see, this is clearly stated for you on this projection so that you will all recognize and remember what we are focusing on. I also included an image of a group of people helping one another write so that you remember the goal of this assignment is to have a written product at the end relating to kindness.”

**Purpose**

“Kindness Captains, you may be wondering why you need to learn how to state your opinion and support it in a structured format. Well, a large part of this is because you need to be able to assert your opinion and support it when making decisions with your family and friends. For example, if your friend wants to see a movie over the weekend that does not look good, then you have to be able to tell them this opinion and support it from what you know so that you two can decide on another movie.”

**Input and Modeling**

1. Vocabulary Terms

“On the icon, you may have noticed that I defined the words state and opinion. This is in order to help you Kindness Captions to properly perform the objective today. In groups of two, discuss how you would define ‘state’ and ‘opinion’ on your own.”

(Pairs will discuss the definitions and then come back together as a class)

“What were some definitions you Kindness Captains talked about in your groups?”

(I will call one three to four students to tell their definition of each term.)

“On the poster, you will see I wrote my own definitions of these two words. The first word is ‘state’, which means to express something clearing in writing. Today, we will be stating the definition of kindness and your opinion of kindness. Another example could be stating your stance on homework in your writing journal. For opinion, it is a view or judgement about a topic. These are your own personal feelings or standpoints on kindness. Another example is your opinion on what pizza topping is best. Everyone will have slightly different opinions concerning this.”

1. “Now, before we start our lesson, I have a few questions. How many of you have done an act of kindness before?” (Students will raise their hand if they have.)

“Wow, that’s very impressive. What is the act of kindness that you performed? I will pick someone to share with the class by picking from the popsicle stick jar where each popsicle stick has a number on it that corresponds to your assigned class number.” (I will pick three to four sticks for students to share their kind act with the class.)

“Now, how many of you have an opinion on a topic? This could include food, different class subjects, sports, and so on.” (Students will raise their hand if they have an opinion.)

“Again, I will pick from the stick jar for someone to share their opinion. Please share your opinion on a certain food.” (I will pick three or four sticks to share their opinion on a food.)

1. Instruct:

“Kindness Captains, come to the front of the room and gather on the carpet. Please bring your writing journal and a pencil to take notes on if need be.”

(Students will sit in a group facing the white board in the front of the classroom. A project will also be hooked up to point at the white board. It will be connected to a laptop/computer so that I can display the computer screen to the students.)

“Before we start the lesson, we need more background on what we are doing. Let’s discuss the ‘who’, ‘what’, ‘when’, ‘where’, and ‘why’ of our lesson. The ‘who’ of the lesson is all of you students along with myself. The ‘what’ of the lesson is kindness because we will be writing about kindness and our opinions on kindness. Therefore, kindness is the ‘what’ that we are focusing our lesson around. Next is ‘when’. When can we practice kindness? We can practice kindness constantly. We can be kind at any time during the day. You can be kind in the morning, afternoon, and even in the evening. Now, what about where? We can be kind anywhere! This includes at school, at home, at sports practice, or any other place. Finally, why is our lesson revolving around being kind? The ‘why’ is in order to create a safe and caring environment. By being kind and showing kindness to others, we are making a space that is safe for ourselves and others.”

“Now that we have discussed the ‘who’, ‘what’, ‘when’, ‘where’, and ‘why’ of this assignment, we can move on. Today, as I stated before, we will be using a Word document to state your definition of kindness and your opinions on kindness. Your work should be one to two pages double spaced.”

(Turn on projector. Projecting on the white board will be a blank Word document so that the class and I can come up with some ideas and organizational aspects of the assignment.)

“Kindness Captains, I want all of you to close your eyes and think of an instance where someone was kind to you or performed a kind act. Think about what that person did, how they spoke, what they said, and their attitude. Think about how their words or actions made you feel and how it impacted your situation at the time. Now open your eyes. Can anyone share with me your instance of kindness?”

(I will call on four to five students and the class will listen to their instances of kindness. While students share, I will be writing bullet points on the Word document that will be projected on the white board under the title “Kindness Examples”. I will include kind words, actions performed, and mannerisms.)

“Thank you to all of the students who shared an experience with kindness. As you can see, I wrote down ideas of kindness while Kindness Captains were talking. I can see many different similarities in the aspects of the stories shared. For example…”

(I will state two or three connections for the class. While doing this, I will write these connections between the stories under the category “Similarities”.)

“Can anyone else think of connections between the stories shared?”

(Students will raise their hands with ideas of connections. I will call on students who are raising their hand. While students talk, I will add their connections under “Similarities”.)

“Now that we have a better idea of examples of kindness and connections of kindness, let’s define what kindness actually is. Everyone open your writing journal to the next clean page and label it ‘My Definition of Kindness’. On this page, I would like you to write your own definition of kindness. Feel free to look at the projector to get some ideas started. Everyone’s definition will be a little different and that is fine! Go ahead and start writing.”

(Students will write out their own definition of kindness in their writing journal. After giving the students about five minutes to do this, I will randomly pair up students using popsicle sticks so that they can share their definitions with each other. While students share, I will be walking around and listening and helping those who raise their hand for help.)

“Now that you are done sharing, please come back to the rug at the front of the class. Before we start typing up our writing, let’s review how your writing should look. First off, you want to make sure to introduce your topic, which is kindness, clearly. After you introduce your topic by stating your definition of kindness, you need to state your opinion on kindness. What are your thoughts on kindness? When should you be kind? What does being kind look like? And so on. While you are writing these ideas, make sure that they are organized in order to support your definition of kindness.”

**Checking for Understanding**

“Attention Kindness Captains. Now, we will be getting in groups to answer questions concerning the content of this lesson. I will pick groups randomly from the popsicle sticks. You will be in groups of three or four. I will write the questions on the board for you. Each person in the group will be responsible for answering the questions in your own individual writing journal, but you can discuss the answers to the questions in your groups and play off of each other’s ideas.

“The questions are as follows: What is kindness?, What does being kind look like?, During what circumstances should you be kind?, What examples can you use to support these ideas?”

**Guided Practice**

“Students, now that we are in the computer lab, you will be typing your definition and opinions of kindness. Make sure to bring your writing journal that has your definition of kindness written in it. You can use this same definition in your paper. In the document, you will be stating your definition of kindness and you opinion in relation to your definition. During this time, I will be walking around and assisting those who need help. Please raise your hand if you need me.” (During this time I will be walking around and helping those who need it.)

**Closure and Independent Practice**

“Let’s look back at our objective for today, Kindness Captains. Today, we stated our individual definitions of kindness and opinions about this concept that supports your definition in a structured Word document. Our lesson today reminds me of the work you have been recently doing in your technology class on Word. Along with this, it reminds me of short essays and papers we have worked on in English Languages Arts class.”

“Your homework for tonight is to complete a similar assignment with the help of your family. You will be interviewing your parents, guardians, grandparents, siblings, or someone close to you and listening to their definition and opinion of kindness. After the interview, you will write a short summary on Word stating and recording what you were told. This should be similar to the work we did in class, but it will focus on who you interview. If you look at the objective poster, you will see that you will be stating your interviewee’s definition of kindness and opinions of it in a Word document.”

**Bloom’s Taxonomy (From the Sources Listed Below)**

* **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
* **Comprehension** “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”
* **Application** refers to the “use of abstractions in particular and concrete situations.”
* **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
* **Synthesis** involves the “putting together of elements and parts so as to form a whole.”
* **Evaluation** engenders “judgments about the value of material and methods for given purposes.”

argue, defend, judge, support, critique

design, assemble, develop, formulate

organize, relate, compare, examine, test

execute, implement, solve, interpret

**state**, define, list, memorize

classify, **describe**, explain, identify, recognize

Sources:

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

<http://www.nwlink.com/~donclark/hrd/bloom.html>