

LESSON PLANNING TEMPLATE – Kindergarten (Kim Holsberry)

Lesson Title: Upstanders, Not Bystanders		Text Type/Writing Genre: Informative	Grade Level: Kindergarten
Writing Prompt (developed or adapted for your grade level/student populations): <i>Describe an upstander and tell why their actions inspired you.</i>			
Learning Objective(s): Students will use specific references from experience and literature to reflect on the significance of an upstander's action(s).			
<p>California CCSS for ELA Addressed:</p> <p>ELA K: SL 1, 2, 3, 4, 6</p> <p>Rationale: All students need numerous opportunities to practice speaking. Often young children and ELD students need additional support to speak audibly and clearly. It is a challenge to provide these opportunities with larger class sizes. Speaking in standard English and using words and phrases from classroom experiences around Informational text provides a necessary scaffold to writing.</p> <p>ELA K: RL1, 4, 9, 10 ELA K: RI 1, 2, 3, 4, 8, 9, 10 ELA K: W 2</p> <p>Rationale: A focus on and understanding of all standards is necessary to move kindergarten students to master the CCSS Writing Standard. Standard #2 most clearly speaks to me as teacher, reminding me that I must scaffold children to be able to "compose" a text which names and supplies information. All work will lead us to this end.</p>	<p>Content Standards Addressed:</p> <p>N/A</p>	<p>ELD Standards Addressed:</p> <p>Part 1: Interacting in Meaningful Ways</p> <p>A1, A2, A3 B5, B6, B7, B8 C10, C11, C12</p> <p>Rationale: All students need numerous opportunities to practice speaking. Often young children and ELD students need additional support to speak audibly and clearly. It is a challenge to provide these opportunities with larger class sizes. Speaking in standard English and using words and phrases from classroom experiences around Informational text provides a necessary scaffold to writing.</p>	

<p>Academic Language Focus:</p> <p>Vocabulary for Concepts: Upstander, behaviors, characteristics, affect, consequences</p>	<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <p>In Kindergarten every piece of writing — shared, guided, independent — is a resource for formative assessment.</p>	
<p>Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision):</p> <ul style="list-style-type: none"> • Begin with definition of “upstander” • Prepare chart with headings of: <ul style="list-style-type: none"> ➢ Behaviors ➢ Characteristics ➢ Problem ➢ Who acted and how? ➢ How did the upstander’s actions affect others? (different perspectives) • As a text is shared or a shared experience is discussed, chart student’s responses. Chart behaviors/characteristics of upstander, including specific details about how the upstander actually intervened. • Model writing using prompt and information from chart. • Encourage writing on this topic during Writer’s Workshop. • These activities would be repeated numerous times throughout the year, with all work beginning at the start of school. Scaffolding would change as children’s writing ability and capacity grows. An independent piece would be expected at year’s end. <p>(See an example of one session at the end of this template.)</p>		
<p>Important Instructional Strategies:</p> <ul style="list-style-type: none"> • Engagement strategies: Think pair share, Thumbs up, Choral response • Reading strategies: Read Aloud/Shared Reading/Guided Reading, using district basal text/Houghton Mifflin • Specific strategies for this writing task: Understanding topic, supporting details from text or experience, real life examples, writing to inform, writing as a reflection • Writing Process: Modeled Writing/Interactive Writing/Independent Writing (structure in place, such as Writer’s Workshop) • Organization strategies 		
<p>Text-Based Resources Needed:</p> <p>Texts to increase content knowledge and texts to increase language knowledge:</p> <ul style="list-style-type: none"> • Ludwing, T. & Gustavson, A. <i>Just Kidding</i>. Berkeley: CA, Tricycle Press, 2006. • McCloud, C. & Messing, D. <i>Have You Filled a Bucket Today: A Guide to Daily Happiness for Kids</i>. Northville, MI: Ferne Press, 2006. 		

- Seskin, S. *Don't Laugh at Me (Reading Rainbow Book)*. Berkeley, CA: Tricycle Press, 2002.
- Wahl, J & Wong, N.E. *Candy Shop*. Watertown, MA: Charlesbridge Publications, 2005.
- Woodson, J. & Lewis, E.B. *Each Kindness*. NY: Nancy Paulsen Books, 2012.
- Sornson. B & Dismondy, M. *The Juice Box Bully: Empowering Kids to Stand Up For Others*. Northville: MI: Ferne Press, 2010.

Additional Materials Needed:

N/A

Elements That May Need Modification:

Not nearly as many as I thought there might be based on the discussion that follows.

Suggested Instructional Modification:

Important to scaffold and model writing from group experience/literature

Specific references from experience/literature (intentionally thinking about what K–1 students need to scaffold them for writing in 2nd grade).

Possible beginning: What was the problem? (specific)
 Who acted and how?
 How did the upstander's actions affect the other person?
 How did the upstander get help?

Brief example of how this might be applied to children's experience:

Upon coming in from recess, children share concern that one of our special needs students ("James", who is autistic and mainstreamed into our class) was on the swings. Students counted to 15, and he was to get off the swing for this turn, but did not. A child from another class kept yelling at James to get off the swing. When he did not comply, the student pulled James off the swing. He began to tantrum, clinging to the swing. Two students from our class went to get help from a teacher, while another child from our class stayed with James and tried to calm him down by repeating, "It will be ok, James. It will be ok, James."

Using this example, we had a discussion about:

- Why James did not get off the swing after being counted on.
- Why James tantrums and does not "use words" as we do.
- Why James has an aide and how she facilitates for him.
- How we can show friendship to James (as per previous conversations, this involves not touching him, using a calm voice, repeating simple phrases, etc.)

We then moved this discussion to our ongoing Upstander conversation.

On our chart (student responses):

What was the problem?

- James would not get off the swing.
- Other children on the playground don't "know about James and how to be his friend."

Who acted and how?

- James wouldn't get off the swing and then cried and screamed.
- X and Y pulled James off the swing.
- A and B went for help.
- C stayed and tried to calm James down.
- A teacher came and helped James and asked C to keep talking calmly to James.
- James took C's hand and left the playground with the teacher and C.
- The teacher came and told Miss H. what happened.

How did the upstander's actions affect the other person?

- (Here, we first identified the upstanders as A, B, and C and decided we needed to add this column to our chart, with a brief explanation of why the person(s) was identified as an upstander)
- A and B got help from an adult. The other kids would not listen to them, and they needed a “grown-up” to “make the other kids listen”. When the teacher came, the other kids had to listen and do what the teacher said.
- C stayed with James, so he wouldn't be afraid and had a friend with him. It was hard for C because the other kids were mad and kept trying to pull James off the swing.

How did the upstander get help?

This moved into a wonderful conversation about trying to help James: trying to explain to the other kids how to help James (other than yelling at him and pulling him off the swing) on their own. A, B, and C explained that the other kids were too angry to listen to them, and they knew they needed help from an adult.

Digital Support or Digital Extensions:

N/A

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.