The Pirate of Kindergarten: Lesson Plan Template

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<table>
<thead>
<tr>
<th>The Pirate of Kindergarten</th>
<th>Duration:</th>
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<tbody>
<tr>
<td>Grade Level: Kindergarten</td>
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**Objectives-Goals:**
Students will be able to understand the concept of visual difference and how we use our eyes.
Students will engage in a telescope construction activity.
Students will work towards acceptance of disabilities.

**Academic Standards:** *(List the standard number/code and the description for each standard.)*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>LAFS.KRF.1.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RF.K.1</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
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<tr>
<td>CCSS.ELA-LITERACY.RF.K.1.1</td>
<td>With prompting and support, identify the main topic and retell key details of a text.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RF.K.1.2</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
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</tbody>
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**Concept Planning/Scaffolding:**
**Description of the Lesson Content/Concepts:**
Teacher will reinforce the concept of visual difference.
Teacher reads the book “The Pirate of Kindergarten”.
Teacher will ask questions about the book to enable students higher order thinking.
Students will create a telescope.

**Background Knowledge Required:**
Before conducting this lesson plan, teacher should take into consideration if class contains a child with an existing vision difference.
If class does have a student with a vision difference, teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of disability. Is there anything that student would like added or removed from the lesson?
If class does not have a student with a vision difference, teacher can conduct lesson. Important to observe student reactions as other children might be having vision difficulties.

**Instructional Sequencing:**
Teacher will reinforce the concept of Visual difference. – Model
Teacher reads the book “The Pirate of Kindergarten.”
Teacher will ask questions about the book to enable students higher order thinking. - Scaffold
Students will create a telescope.
Lesson Plan Template
UCF-Early Childhood Development and Education Program

Teacher Materials/Resources:
Teacher Lesson Plan
Florida Standards
Book “The Pirate of Kindergarten”
Author: George Ella Lyon, illustrations by Lynne Avril

Student Materials/Resources:
Paper Towel Tube
Markers
Construction Paper
Glue
Paper cup (medium size with bottom of cup removed)
Tape
Stickers

Before conducting this lesson plan, teacher should take into consideration if class contains a child with an existing vision difference.
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Lesson Steps/Procedure:
Engage
Referring to Gardner’s Intelligences (in parenthesis)
1. Teacher will call students to the carpet area. Students will sit down on the rug using a question If you have green eyes come to the carpet? (going through all colors till all students are at carpet) (Interpersonal/Bodily Kinesthetic)
2. Teacher will introduce the learning goal and topic by informing students that they will be listening to a book about a child that a vision difference. Teacher will explain that after listening to the story the students will build a telescope to show how we can use our eyes to see different things.
3. Teacher will show students a completed telescope and explain how we look through telescopes to see things and how sometimes telescopes can make things look clearer.
4. Teacher will reinforce the concept of a telescope by showing the students pictures of out of focus things and then in focus things.
Teacher will ask the children if they have ever looked at something that was hard to see or out of focus. (Higher Order Thinking –Remembering) Demonstrating that some things are hard to see, and others are easy to see. (Interpersonal/Verbal-Linguistic/Visual-Spatial)
See example at the end.

Explore
5. Teacher will show the book “The Pirate of Kindergarten” by George Ella Lyon and illustrated by Lynne Avril. Teacher shows the cover and asks the students, “What do you think this story is about from looking at the cover?”
6. Reading the book, the teacher comes to the “Getting there was hard, though, with all those chairs” page and asks the students “Have you ever had a hard time seeing something?” (Higher Order Thinking – Remembering)
7. Teacher continues reading book and, on the page, “She always ran into some. Someone always laughed” teacher asks the students “Have you ever been laughed at when you did something?” (Higher Order Thinking – Remembering)  
8. Upon finishing the book, teacher will ask “What would you say happened in the book?” (Higher Order Thinking– Understanding)  

**Explain**  
9. Teacher will talk to the students about how Ginny is like us; she just sees things a little differently.  
10. Teacher will then handout a paper towel tube and paper cup, along with markers, construction paper, glue, tape and stickers to each student.  
12. Teacher will then tell students to wrap construction paper around the paper towel tube using glue.  
13. Teacher will then tell students to place the paper towel tube through the bottom of the paper cup (the bottom has already been removed by teacher prior to giving to children) and tape it so that the cup sticks to the tube.  

**Elaborate**  
14. When students are done with telescope, teacher will hand out stickers for the students to decorate their telescopes.  
15. As students are working teacher will walk around room to observe and help any students struggling.  
16. Once students finish teacher will have students come back to the carpet to tell the students will then use their telescope to look through and see all the different things that are good about each other.  

**Evaluate**  
17. Telescopes- teacher will observe student during the time their telling each other something good about each other to see how they demonstrate kind words.  

**Planning for Diverse Learners:**  
- Small groups  
- Pair with another classmate  
- Extra time for work completion  
- Picture labels demonstrating how telescope is made  

**Higher Order Thinking Questions:**  
- Remembering  
  - What happened in the story?  
  - Tell me about things that you see or have trouble seeing.  
- Understanding  
  - Why does Ginny have trouble reading?  
  - Why does Ginny have to go to the doctor?  
- Applying  
  - What does Ginny feel that you feel too?  
- Analyzing  
  - What did you learn about having visual differences?  
- Evaluating  
  - Is there something that you would like to know about Ginny?  
- Creating  
  - What from the book can you use to make your telescope?
Howard Gardner was a Harvard Professor that believed that people have different ways of processing information. He has classified 8 different intelligences with a possible ninth.

<table>
<thead>
<tr>
<th>Gardner's Intelligences Covered:</th>
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<tbody>
<tr>
<td>Visual Spatial</td>
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<tr>
<td>Interpersonal</td>
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<tr>
<td>Intrapersonal</td>
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<tr>
<td>Linguistic verbal</td>
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<tr>
<td>Bodily kinesthetic</td>
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| Linguistic intelligence: the ability to use written and oral language |
| Logical – mathematical intelligence: the ability to think abstractly and using logic |
| Spatial intelligence: the ability to think in pictures and images |
| Bodily-kinesthetic: the ability to effectively use body motion to express ideas |
| Musical intelligence: the ability to understand, create and use music |
| Interpersonal intelligence: the ability to understand others emotions, feelings, behaviors |
| Intrapersonal intelligence: the ability to fully understand one’s own feelings, motivations and assessment of self |
| Naturalistic intelligence: the ability to understand one’s surroundings and environment, plants, animals, nature |
| Existential intelligence: the ability to understand existence |


**Plans for Assessment:**
*Explicitly state the types of assessments students will complete. Include appropriate assessment terminology: formative, summative, performance, authentic, etc.*

- Teacher Observation – informative assessment
- Group Discussion/Partner
- Peer Assessment – informative assessment

**Extension Activities:**
Use information collected on the T-chart about how we are the same.

**Home Connection:**
Send home the students’ telescopes. Students will talk to parents about the student telescopes and how to see if children are having difficulty seeing.

**Self-Assessment and Reflection:**
- Was the learning objective met? How do I know the students understood the lesson?
- Did the students seem to like the activity?
- Did I have to change or add to the lesson as it went on?
- Are there any other additional things that should be added to the lesson to make it more successful?
- Are there any areas that I would omit or any areas that I would expand upon?
Works Cited:
Reading is fundamental
https://www.rif.org/literacy-central

Extra Resources:
National Association of Parents of Children with Visual Impairments (NAPVI)
napvi@lighthouseguild.org
National Braille Association
https://www.nationalbraille.org
National Federation of the Blind
http://www.nopbc.org/