We’re All Wonders: Lesson Plan Template

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We’re All Wonders | Duration: 
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Grade Level: First Grade | 

**Objectives-Goals:**
Students will be able to understand the concept of kindness and feelings.
Students will be able to tell something kind about other students in the class.
Students will demonstrate the concept of acceptance, by identifying something special about 6 classmates and sharing that information to them.

**Academic Standards:**
LA.FS.1.RI.1.1
CCSS.ELA-LITERACY.RF.1.1.A
Demonstrate understanding of the organization and basic features of print.
  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

LA.FS.1.RI.2.6
CCSS.ELA – LITERACY. RL. 1.7
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

LA.FS.1.RL.1.2
CCSS.ELA- LITERACY.RL. 1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

SS.1. C.2.4
Show respect and kindness to people and animals.

SS.1. C.3.1
Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

**Concept Planning/Scaffolding:**

**Description of the Lesson Content/Concepts:**
Students will use Kind sheets and How It Makes Me Feel sheets.
Teacher will reinforce concept of kindness and feelings. – Model
Teacher reads the book “We’re All Wonders.”
Teacher will ask questions about the book to enable students’ higher order thinking. - Scaffold
Students will explore the idea of kindness and feelings.

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

**Instructional Sequencing:**
Students will use Kind sheets and How It Makes Me Feel sheets
Teacher will reinforce concept of kindness and feelings.
Teacher reads the book “We’re All Wonders.”
Teacher will ask questions about the book to enable students’ higher order thinking.
Students will explore the idea of kindness and feelings.
Lesson Plan Template
UCF-Early Childhood Development and Education Program

**Teacher Materials/Resources:**
- Teacher Lesson Plan
- Florida Standards
- Book “We’re All Wonders”
  - Author: R.J. Palacio.

**Student Materials/Resources:**
- Markers
- “Something Kind” sheets – provided at end of lesson plan
- “How It Makes Me Feel” sheets – provided at end of lesson plan

**Before conducting this lesson plan, teacher should take into consideration if class contains a child with a physical difference.**

If class does have a student with a physical difference, teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of the disability. Is there anything that student would like added or removed from the lesson?

If class does not have a student with a physical difference, teacher can conduct lesson.

**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 are happy come to the carpet?) (going through emotions until 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 has a physical difference. Teacher will explain that after listening to the book, the students will fill out sheets that list something good about each other and explain how hearing those good things made them feel.
3. Teacher will show students a completed “Something Kind” and “How It Makes Me Feel” sheet.
4. Teacher will reinforce the concept of acceptance and understanding that each person has something special about them. Teacher will ask the children if they have something they really like about themselves. (Higher Order Thinking – Remembering) Demonstrating that everyone has special things and that we all are special. (Interpersonal/Verbal-Linguistic/Visual-Spatial)

**Explore**

5. Teacher will show the book “We’re All Wonders” by R.J. Palacio. 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 page “I know I am not an ordinary kid” and asks the students, “Do you think you are an ordinary kid?” (Higher Order Thinking – Applying)
7. Teacher continues reading book and, on the page, “I just don’t look ordinary” teacher asks the students, “Have you ever felt that you don’t look the same as everyone else?” (Higher Order Thinking – Applying)
9. Teacher will ask the students, “Have you ever felt like Auggie and felt sad?” (Higher Order – Applying)

**Explain**

10. Teacher will talk to the students about how Auggie is like us, he just looks a little different.
11. Students will each get a “Something Kind” sheet and “How It Makes Me Feel” sheet
12. Teacher will explain that she is going to tape a “Something Kind” sheet on each child’s back.

**Elaborate**
13. Each student will then take a marker and write something that he/she likes or something kind about six students on each student’s “Something Kind” sheet on his/her back. Example: You are a great dancer.
14. After students have written on six others’ sheets, the sheets will be taken off the student’s back and given to that student. Teacher will read each child’s list of ‘kind’ things.
15. After having read all the “Something Kind” sheets, each student will fill out their “How It Made Me Feel” sheet.

**Evaluate**
16. “Something Kind”, “How It Made Me Feel Sheets.”

### Planning for Diverse Learners:
- Small groups
- Pair with another classmate
- Extra time for work completion
- Picture stickers demonstrating feelings

### Higher Order Thinking Questions:
- **Remembering**
  - What happened in the story?
  - Tell me about things that make you feel different.
- **Understanding**
  - Why is Auggie sad sometimes?
- **Applying**
  - Have you ever felt sad like Auggie?
  - How did you feel when someone was kind to you?
- **Analyzing**
  - What did you learn about looking different?
- **Evaluating**
  - Is there something that you would like to know about Auggie?
- **Creating**
  - What from the book can you use to make your “Kind Something” and “How It Makes Me Feel” sheets?
Gardner’s Intelligences Covered:
- Visual Spatial
- Interpersonal
- Intrapersonal
- Linguistic verbal
- Bodily kinesthetic

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

Extension Activities:
Students will take home their sheets and talk to their parents about their feelings.

Home Connection:
Send home the students’ “Something Kind” and “How It Makes Me Feel” sheets
Students will talk to parents about the “something Kind” and “How It Makes Me Feel” sheets.

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:**
Read brightly
https://www.readbrightly.com/educator-guide-were-all-wonders/

**Extra Resources:**
**U.S. Department of Education** (http://www2.ed.gov/parents/needs/speced/edpicks.jhtml)
The Department of Education provides a list of resources pertaining to the needs of children with disabilities.
Children's Craniofacial Association
https://ccakids.org/
March of Dimes
www.marchofdimes.org
Something Kind!!
How It Makes Me Feel?