

# Finlandia University Lesson Plan

Name: LeAnn Larson

Subject: Reading/Language Arts

Grade Level: 3

Number of Students: 25

Length: 60 minutes

## **Pre-Instructional:**

*English Language Arts Section*

*Meaning and Communication*

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

### Benchmark- Early Elementary

1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

### Benchmark- Early Elementary

1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare or present a unit project on their community.

3. Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.

*English Language Arts Section*

*Ideas in Action*

Content Standard10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Benchmark- Early Elementary

1. Make connections between key ideas in literature and other texts and their own lives.

Grade Level Content Expectations

Reading-

Narrative Text-

R.NT.03.01- Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.

R.NT.03.03- Identify and describe character's thoughts and motivations, story level themes (e.g., good vs. evil) main idea, and lesson/moral (e.g., fable) in narrative text.

Comprehension-

R.CM.03.01- Connect personal knowledge, experience and understanding of the world to themes and perspectives in text, through oral and written responses.

R.CM.03.03- Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).

Writing-

3.

Objectives

1. Students will have a better understanding of the concepts of giving, sharing, and the true meaning of being happy.

2. Students will be able to create quilt squares of their own by applying the message of the story "The Quilt Makers Gift" to their own lives.

3. The students will combine all of their quilt squares to make a random act of kindness quilt.

### **Materials/ Special Arrangements/ Individual Modifications**

- Brumbeau, de Marcken. The Quilt Makers Gift. Palace Press International, 2000
- Quilt Square worksheet (designed by myself) each student will start with two each.
- Whiteboard/dry erase markers
- Pencils/ Crayons/ Colored Pencils
- Roll paper combined together (used to make the random act of kindness quilt)

### **During Instruction**

#### **Introduction:**

The teacher will introduce the topic of kindness and happiness

(Have the students quietly push back their desks and come and sit on the carpet for a story.)

#### 2. Developmental Activities

a. The teacher will ask questions about the front cover of the book and make predictions about the story.

b. The teacher will read the story *The Quilt Makers Gift* by Jeff Brumbeau and Gail de Marcken while engaging the students by asking questions throughout the story.

c. The teacher will then discuss the main components with the class and ask them questions. (The teacher will ask about the lesson of the story, characters, what does it mean to be giving?, what does it truly mean to be happy?, do you need material things to be happy?, what are ways that people can show acts of kindness?).

(The teacher will have the students go back to their seats for further instructions.)

d. The teacher will explain the activity to the class that they will be making acts of kindness quilt squares. The teacher will draw the quilt square template on the board and explain to the students what goes where. (The act of kindness will be written at the bottom, and a picture of the act will be drawn in the heart, no markers!).

e. The teacher will explain to the students that they can make a quilt symbolizing the kindest thing that someone has ever done for them or acts of kindness that they have done for others.

f. The students will create their squares and when they are finished they can come and have their squares placed on the big sheet to form the acts of kindness quilt.

### Concluding Lesson

The teacher will explain to the students that when we do acts of kindness for people it tends to continue by them doing kind acts for others as well, it can also leave them feeling happy and it makes us feel good too. The teacher will encourage the students to continue to do kind things for others and see how they can make a difference.

### Follow- Up Activity or Assignment

1. The students will be encouraged to continue their random acts of kindness in their own family and community and see how many people they can touch.

### **Post-Instructional**

#### Evaluation of Student Learning

Students will be evaluated on classroom participation and the writing quality of their quilt square.