

EDU 1010
Orientation to Education
Children's Literature Activity/Lesson Plan

To receive full credit for this project, each of the criteria listed below must be met.

Name _____Chris Gardner_____ Date 3/9/12_____

Book Title _____"The Shape of Things"_____

Author __Dayle Ann Dodds_____ Illustrator __Julie Lacombe_____

Why did you choose this book? I chose this book because I thought it would be something simple to begin with. I didn't want it to be too difficult for the children to understand, or for me to undertake as I obviously have never done this before. I wanted to feel comfortable with what we were doing. I wanted the children to enjoy it and have fun with it.

Utah State Standard: Standard 6: Vocabulary. Students learn to use grade level vocabulary to increase understanding and read fluently.

- Objective (s): Objective 1: Learn new words through listening and reading widely.**
- a. Use new vocabulary learned by listening, reading, and discussing**
 - b. Learn the meaning of a variety of grade level words (from math, science, literature)**
 - c. Use resources to learn new words by relating them to known words (books, charts, word walls, etc.)**

Materials: The Shape of Things book, Same and Different handout activity

Background for Teachers: Students will analyze the characteristics of geometric shapes; the students used their classroom to find 2 objects to match and relate to 2 of the shapes we discussed from the book. Then they were to draw the shape and the corresponding item that they found and write how they were similar.

Intended Learning Outcomes: (same as objectives) First, of course, to learn through listening, reading and writing. They applied what they listened to in the book to their environment; utilized resources to learn new words and relate them to ones they were already familiar with.

Instructional Procedures: I explained to the children that I was reading a book to them about shapes. When I was done the children were to find partners and study the classroom to find different objects to match the shapes we had read about, and complete the handout activity.

Family Connections: (take home activity) Students were to go home and discuss the handout with a parent, then see how many things in their home fell into the different shape categories.

Assessment Plan: (how do you plan to assess whether or not students gained the skill/concept?) When I go in for my field experience work next Thursday, 3/15/12, I will ask them to tell me what different types of things they found at home, how they were alike and different, and how they relate to the different attributes of the shapes we discussed.