

**Lesson Author:** Seyda Arslancil  
**Lesson Title:** Class Possession Book

**Grade Level:** 1  
**Lesson Length:** 1 day

**Framing Question(s):** The central theme or concept that I want my students to take away from this story and activity is to not be selfish and to always be willing to give to benefit others and yourself. Therefore, some of the framing questions surrounding the theme of helping and giving to others are:

- What do helpful people gain from helping others?
- How is it a responsibility to not be selfish and give to help others?

### **I. Objectives:**

#### **A. What should students understand, know, and be able to do by the end of this lesson?**

- Students will understand that it's important not to be selfish and to always help your society, family, friends and if necessary even give away a possession to make others happy and to let them know that others are there for them in good and bad days.
- Students will know the story of The Legend of the Bluebonnet and take away important concepts and its theme, such as the bad things that a society can face, droughts and famine, having to give a loved possession away if it means to help loved ones that are in need and if they are stuck between making a choice they should choose the one that will benefit everyone.
- Students will be able to draw a picture of their most valued possession and write what their possession was. By doing this, students will discover that everyone is unique and that everyone has a possession that they admire with all their heart and would even give up if it means to make others happy.

#### **B. With what state, district, or national standards are these lesson objectives aligned?**

##### **New York State Common Core Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects:**

- Describe characters, settings, and major events in a story, using key details. (RL 3)
- Use illustrations and details in a story to describe its characters, setting, or events. (RL 7)
- Create and present a poem, dramatization, art work, or personal response to a particular author or theme studies in class, with support as needed. (W 11)
- Produce complete sentences when appropriate to task and situation. (SL 6)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L 1)

##### **New York State Social Studies Core Curriculum Content Understandings:**

- People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs and traditions. (Grade 1)

##### **Rochester Teacher Center Cultured Learning Standards:**

- What Students Know #12-Students know how their actions affect themselves and other people.
- What Students are Like #10-Students listen for meaning, communicate, and produce knowledge with others in the classroom.

#### **C. How does this lesson fit into the context or sequence of a unit or year-long plan?**

This lesson will fit into Unit 3, Once Upon a Time Our Community Long Ago (Grade 1), in the Rochester Curriculum: Students should complete this activity at the end as a wrap-up to this unit

after they complete their learning on Native Americans with all the provided activities, including the SmartBoard activity and WebQuest.

1st Grade Curriculum: Unit 3 Overview	
<a href="#">Click here to get back to the 1st Grade Unit Map</a>	<a href="#">Click here to get back to the Gateways Page</a>
ELA INTEGRATED OVERVIEW	
<p>Have you ever wondered what Rochester was like long ago? Let's Explore...our family and local history! During the 3rd unit of first grade, students will discover that Once Upon a Time...their families lived in other places that looked very different from our community now. Students will learn about people, events, problems and ideas that shaped Rochester's history. Students will use timelines to organize important dates in history. First graders historians will learn about Native American history pertinent to our region. Your students will have the opportunity to incorporate elements of history into their narrative writing. Your students will discover how simple machines have been used throughout history to help accomplish work. They will also discover how people have used economic and geographic resources to meet their needs. The goal if the Once Upon a Time... unit is to learn about the history of our families, as well as, the people and events that make up Rochester's past.</p>	

## II. Assessment:

### A. What formative assessment strategies have you built into today's lesson so you and your students know when they are successful in meeting today's lesson objectives?

- SmartBoard Activity: Parts of this activity can be used as a pre-assessment to test what students know, such as vocabulary before the book is read. After the book is read, the rest of the activities can serve as a form of informal assessment to be done as a class, not for a grade but for an understanding of the book and its concepts.
  - Essential Question: What will we learn from reading The Legend of the Bluebonnet?

### B. Beyond today's lesson, how else will you assess student learning related to these objectives/standards?

- Class Possession Book: Students and the teacher will be creating a drawing of their most valued possession and writing what they drew. Then, as a class, everyone will put together their drawings into a class possession book.

### **Materials Required:**

- The Legend of the Bluebonnet by: Tomie dePaolo
- Worksheets (most valuable possession sheets)
- Crayons/Colored Pencils/Markers
- Pencils

### **I) Review, Preview, and Connections:**

1. Have students gather on carpet
2. ASK: *Think of something special, a possession, that you wouldn't want to give up?*

### **II) Teacher Presentation:**

1. Hold up the book, The Legend of the Bluebonnet
2. SAY: *Now we are going to read a story about a girl who gave up her most valued possession, her doll, to help her community so that the drought and famine would be over.*
3. ASK: *From looking at the cover and the title, what do you think this story is about?*

4. Read the book to the class and as I am reading make sure to ask questions and see if anyone has questions and as a class discuss and answer them.

**a. BLOOM'S TAXONOMY QUESTIONS:**

**i. Knowledge:** Identify key words and points from the story.

**ii. Comprehension:** Summarize the story.

**iii. Application:** Using what you have learned from the book and from your own life, construct a drawing of your favorite possession and write the word to describe it.

**III) Work Time (Group):**

1. SAY: *Now that we have read the story, we will complete a SmartBoard activity as a class.*

2. Complete the SmartBoard activity as a class.

**IV) Work Time (Individual):**

1. SAY: *On the sheets passed out to you, you will be drawing a very important possession that you might have in the heart shape and then on the bottom line, you will be writing what you drew.*

2. SAY: *If anybody gets done early, turn your sheets over and practice writing other words to describe your picture you drew.*

**V) Summary & Closure:**

Students will share their drawings and read what their picture is.

**VI) Learning Extensions:**

Homework-Students will go home and share with their family what they did in class and ask their family members what their most valued possession is.

**III. Learning Experiences:**

**A. Describe the sequence of learning experiences in which students will participate to meet the lesson objectives. What will an observer in your classroom see the students doing?**

• See *Review, Preview, and Connections*

**B. How will you know if the students are truly engaged in learning related to your objectives?**

- When students are working on their possession sheets, make sure to have the teacher(s) walk around and make sure students are on task and to help them one-on-one with their words.
- When completing the SmartBoard activity as a class, make sure each student gets a chance to volunteer and come up to the SmartBoard to answer the questions and get a chance to interact with technology.

**C. How have the learning experiences been designed or organized to meet the needs of various learners in your classroom?**

For those students that are qualified for IEP's and Special Education, but haven't yet received them, and have a hard time focusing and working on assignments in one spot on their own, the teacher(s) should take those students and bring them to the carpet and work with those students by walking through the steps one at a time so that they are focused and can complete the assignments. However, after I explain the directions to those students on the carpet and have them started on the assignment, I will be getting up and walking around to check on the other students and make sure those students are also on track and completing their assignment. Above

all, every student will be able to interact with technology, have visual, drawing, and writing aspects to this lesson.

#### **IV. Reflection**

##### **A. How did you decide this was the right lesson at the right time for this group of students?**

This is the right lesson for this group of students, because this lesson connects to the unit they are studying, unit #3, "Once Upon A Time." Most importantly, this lesson provides students to be able to connect to their personal life outside of school and to illustrate their most valued possession they have. This gives the students a chance to think deeply of their life and understand the importance of things or people in their lives.

##### **B. What evidence will you collect to help you reflect on the relative success of today's lesson that will help you plan your next instructional steps?**

The success of today's lesson will be shown from the class possession book that the students have created and from how well the SmartBoard activity was completed by the students to check their understanding.