

**Erin Anagnost**

**30 November 2018**

**Kindergarten; Social Studies; The Celebration of Chanukah; 75 minutes**

**Donegan Elementary; Mrs. Carrodo**

**Big Idea:**

*Chanukah is an eight-day Jewish holiday, celebrated in December.*

**Pennsylvania State Standard:** World History– Kindergarten

Standard - 8.4.K.A

Explain how cultures celebrate.

Standard - 8.4.K.C

Identify different celebrations of different cultures from around the world.

**Essential Questions:**

* What is Chanukah?
* When is Chanukah celebrated?
* Why is it important for us to learn about different cultures and their traditions?

**Specific Student Objectives/Learning Outcomes (Blooms’ Taxonomy):**

**All Students**: All of the students will discover a diverse cultures holiday/tradition through a piece of narrative text and art activity.

**Some Students**: In addition, some students will demonstrate understanding and appreciation for Jewish culture through the creation of an artist representation of a dreidel to display in the hallway.

**Few Students:** In addition, a few students will conclude that an appreciation and respect for other cultures and their holidays is an integral part of building community.

**Specific Vocabulary Taught:**

**All Students:** Chanukah, Dreidel, Celebration, Culture, Community

**Some Students:** Gelt, Menorah

**Few Students:** Hebrew, Judaism

**Instructional Materials:**

* Chanukah book
* Dreidel paper cutouts (outlined)
* Paint
* Paint brushes
* Crayons
* Markers
* Colored pencils

**Procedure:**

1. **Introduction:**
2. Introduce the Chanukah story to whole group on the carpet
3. Direct to whole group: Stop and think. Put your finger on your nose if you have ever heard of Chanukah
	1. Call on one student who has their finger on their nose to share their answer.
		1. Expected answers: Holiday, menorah, dreidel, feast, candles
		2. If answer is heard, or if it is not, direct students back to the book and explain that they are going to learn about Chanukah through the story as well as in small groups
4. **Motivation:**
5. Have the students count out the syllables of Chanukah
	1. “Cha-nu-kah”
6. **Lesson Development**
	1. Read Chanukah story to whole group, stopping periodically to ensure focus and comprehension
	2. Show cutout of dreidel and share its significance to Chanukah, along with the menorah highlighted in the story
7. The dreidel is part of an important game played during Chanukah
8. Explain that they will learn about both the dreidel and the game during small group.
	1. Break students into two small groups (repeat with each group)
9. Group will be split in half
10. Small group with me with each be given a dreidel cutout and will write their names on the back
11. Each student will cut out their own dreidel in order to practice and document fine motor development
12. Students will watch a video on the dreidel game and the basics of the game as well as its significance
13. At the conclusion of the video, students will finger paint their dreidel cutout
14. After the dreidels are dry, each will be strung together under a sign displaying *Happy Chanukah!*

**Specific Strategies for Students for Diverse Learners**

**Universally designed strategies (for all children);**

Students will be seated appropriately in order to see the book as it is being read. Teacher will speak with a loud voice in order to ensure each child can hear the story being read. Students have the option to use crayons, paint, markers, or colored pencils to create their dreidel.

**Specific Strategies (for specific students for this particular lesson);**

Student DO will be paired with SL during small group activity to help ensure his focus. XM will be separated from DO during whole group and small group to prevent DO’s behavior being triggered. JH will be supported during small group to ensure he is being safe with scissors and his fine motor development is aided.

**Summary/Closure:**

Students will return to the carpet as a whole group. I will ask students why they believe it is important to learn about other cultures and holidays other than the ones that they celebrate. Close by saying that learning about other cultures allows us to help build community, and become leaders in our classroom, our school, our neighborhood, and our country. In the upcoming weeks we will learn about other holidays from other cultures including Christmas and Kwanza!

**Formative Assessment:**

Answers during whole group discussion as well as small group activity.

**Summative Assessment:**

End of marking period discussion about the different cultures and holidays discussed throughout the month of December. Possibly a matching game with symbols from Chanukah, Kwanza, and Christmas, among others.

**Teacher Reflection:** This lesson was successful in that it served its purpose. This class is filled with cultural diversity, and this lesson responded to that diversity. To make this lesson stronger I could have put more focus on the word “diversity” and how this directly links to building community. I did try to achieve this but using different vocabulary would have strengthened this message.



­

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating Scale:** | **DISTINGUISHED / 3** | **PROFICIENT / 2** | **BASIC / 1** | **UNSATISFACTORY / 0** |

|  |  |  |
| --- | --- | --- |
| **ADDRESS THE COMPETENCIES THAT APPLY** | **RATING** | **SUPPORTING EVIDENCE** |
| 1. Provides meaningful learning opportunities that are developmentally appropriate.  | **2** |
| 2. Fosters student achievement among diverse learners in an inclusive setting. | **2** |
| 3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning. | **2** |
| 4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction. Don’t forget to build in student collaboration and inquiry where possible.  | **1****Planning and Preparation:** You were well prepared with knowledge, plans and materials for a successful lesson. **Classroom Environment:** You present as a Kindergarten teacher. You were calm, clear, and precise in your communication. The students responded to you and your communication well. **Introduction**: You introduced the small group lesson by accessing prior knowledge about Chanukah. You handled the wrong guesses nicely. You used the opportunity to reinforce the phonological awareness skill of segmentation for the new vocabulary word, Chanukah. You read a story about Chanukah, asking clarifying questions, such as how many days were in Chanukah, referring to the 8 candles, which the children remembered from the book. (You may want to consider establishing a purpose for listening to the story as well as the video clip, such as “Find out what a gelt or dreidle is” or “Tell me 1 thing you learned about Chanukah. When you want to remember that thing, put your hand on your nose and look at me.” You showed an age appropriate video about Chanukah. You had a model of a dreidle that you made. The students probably wouldn’t be able to remember the words menorah or gelt or dreidel, but if you had the pictures they might be able to match the picture to the word. Closure was a challenge. If you had spent the time at lesson introduction, reinforcing the learning target and why it was important, that would probably have helped the students focus on your objective. **Professionalism**: You were well prepared for this lesson. Your cooperating teacher spoke highly of your professionalism and preparation.  |
| 5. Adheres to college, district, and state guidelines for professional practice. | **2** |
| 6. Demonstrates stamina, maturity, and self-control. | **2** |
| 7. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson. | **2** |
| 8. Encourages critical thinking, problem solving, and performance skills by using a variety of instructional strategies to meet the objective. | **2** |
| 9. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals. | **2** |
| 10. Utilizes appropriate formative and summative assessment devices. | **2** |

**Commendations:**

-This was a successful Kindergarten lesson!

- You were well prepared with knowledge of instructional strategies, plans, and materials for a successful lesson.

-You present yourself as a confident Kindergarten teacher. You appeared relaxed, confident, and in charge. You smiled often and appeared to enjoy the children and lesson.

**Recommendations:**

-Don’t forget to communicate why it was important to learn about Chanukah at lesson introduction.

-Give a purpose for listening to the book and video as discussed at the post-conference.

-Build in student to student collaboration during an appropriate time such as while they were working.

Nice first lesson Erin!