

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	New Year's Day- United States Traditions
Focus:	Renaissance and Rebirth

Materials:

- Writing materials
- Resolutions Handout

Opening

State the objective

Today we will:

- Learn about the meaning of New Year's Day
- Discuss how our country celebrates the start of a new year

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is the United States located? On what continent?
- What is the primary language spoken in the United States?
- In the United States, people say "Happy New Year" to wish each other happiness in the year to come.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

New Year's Traditions Discussion Topics:

- What is the New Year? (The New Year is generally the first day of the new calendar year. January 1st in the United States. New Year's Eve is celebrated on December 31st. People will stay up until midnight to be a part of the first minutes of the new year.)
- Why is celebrating the coming of a new year important in many cultures? (Many cultures reflect on the previous year and things that they would like to do differently in the new year. Celebrating the new year gives many people a feeling of a fresh start or a rebirth.)
- What are some of the traditions for New Year's Eve and New Year's Day in the United States? (Some answers include, but are not limited to,
 1. The dropping of the ball in Times Square. The tradition first began in 1907. The original ball was made of iron and wood; the current ball is made of Waterford Crystal, weighs 1,070 pounds, and is six feet in diameter.
 2. A traditional southern New Year's dish is Hoppin' John—black eyed peas and ham hocks. An old saying goes, "Eat peas on New Year's day to have plenty of everything the rest of the year."
 3. Rose Bowl and the Rose Parade in Pasadena, CA. In this American tradition,

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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<p>2 college football teams play in a football game. The Tournament of Roses parade follows the game. There are many elaborately decorated floats. The parade first began in 1886.</p> <ol style="list-style-type: none"> 4. New Year's Resolutions- This tradition is spent reflecting on past mistakes and resolving to improve oneself in the new year. 5. Fireworks are traditionally used to ring in the new year, too. 	
Students Practice ("You do")	
<p>Activity</p> <p>Use the Resolutions handouts to assist students in creating their plans for the new year. After students have completed their handouts individually, allow them time to share with their peers or with the class.</p>	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three "what" questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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My Resolution	What Do I Need To Do To Make It Happen?	Who Do I Need To Help Me?

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Component:	Theme
Grade Level:	K-5
Lesson Title:	New Year's Day- Irish Traditions
Focus:	Renaissance and Rebirth

Materials:

- Writing materials
- "Happy Old Year" Acrostic Poem Handout

Opening

State the objective

Today we will:

- Learn about the traditions of New Year's Day in Ireland

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is Ireland located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in Ireland? (Irish & English)
- In Ireland, people say "Aith-bhliain fé mhaise dhuit" to wish each other happiness in the year to come. It translates as Happy New Year.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

New Year's Traditions Discussion Topics:

- New Year's Day is celebrated on January 1st.
- It is a tradition in Ireland to clean your house for the new year. This was considered to be a good omen.
- Another tradition in Ireland is to bang on the doors and walls of your house with Christmas bread. This is thought to chase out the bad luck and bring in the good luck.
- Most people in Ireland celebrate the New Year just like we do with parties and hanging out with friends and family.
- There is a village in County Kerry that doesn't have New Year's parties, they have Old Year parties. Instead of letting go of the past year and looking forward to the new year, they have music and food and celebrate all of the things that happened in the past year!

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Students Practice ("You do")

Activity

"Happy Old Year" Acrostic Poem

- Give each student a copy of the "Happy Old Year" acrostic poem handout.
- Each student will fill in the blanks with a word, phrase or sentence that describes something good that happened to them last year. (Students can work in partners or

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small groups, if desired.) <ul style="list-style-type: none"> • Allow students to share with a partner or with the whole group. 	
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions: What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Happy Old Year Acrostic



H _____
A _____
P _____
P _____
Y _____
O _____
L _____
D _____
Y _____
E _____
A _____
R _____

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	New Year's Day- Japanese Traditions
Focus:	Renaissance and Rebirth

Materials:

- White cardstock or other thick paper, cut into 7 inch by 4 inch rectangles (1 per student)
- Stamps and various color inkpads (Dragon stamps would be good, but not absolutely necessary)
- Stickers (Dragon stickers would be good, but not absolutely necessary)
- Colored, fine-point pens or markers

Opening

State the objective

Today we will:

- Learn about the traditions of New Year's Day in Japan.

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is the Japan located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in Japan? (Japanese)
- In Japan, people say "Akemashite Omedetou" to wish each other happiness in the year to come. It translates as Happy New Year. It is pronounced "a-kay-mash-tay o-may-de-toe". You can only say this phrase in japan from January 1st through the middle of January!

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

New Year's Traditions Discussion Topics:

- New Year's Day is celebrated on January 1st.
- The new year is the most important holiday in Japan; it is a symbol of renewal.
- They hold "forget-the-year" parties in December to forget the concerns of the past year and get ready for a new beginning.
- People traditionally scrub their houses clean in preparation of the new year.
- At midnight, temples strike their gongs 108 times.
- No one works on New Year's Day; it is a day of joy.
- Children receive small gifts of money.
- Sending New Year's card is a very popular tradition. If you turn your letters in to the post office on time, the post office will guarantee that they make it by January 1st!

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine

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<p style="text-align: center;">Students Practice (“You do”)</p> <p>Activity Japanese Style New Year’s Cards</p> <p>The Japanese New Year’s cards are traditionally more like a post card than a card. They have pictures and good wishes on the front, and are addressed on the back.</p> <p>The Zodiac sign for the New Year is featured on many of the premade Japanese cards. The Zodiac sign for 2012 is the Dragon.</p> <p><u>Directions for making the cards:</u></p> <ol style="list-style-type: none"> 1. Give each student a postcard. Share the above information with them. 2. Let students use the stamps and ink pads to decorate the front of their postcards. They can also use the fine-point pens to write a “Happy New Year” message on the front! 3. They can address the back of the cards, if they like to a family member or friend. 	<p>what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	New Year's Day- Spanish Traditions
Focus:	Renaissance and Rebirth

Materials:

- Red grapes (enough for each student to try 1)
- Green grapes (enough for each student to try 1)
- Blue/Black grapes (enough for each student to try 1)
- Graph or chart paper
- Writing materials

Opening

State the objective

Today we will:

- Learn about the traditions of New Year's Day in Spain

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is Spain located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in Spain? (Spanish)
- In Spain, people say "Feliz Año Nuevo" to wish each other happiness in the year to come. It translates as Happy New Year.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

New Year's Traditions Discussion Topics:

- New Year's Day is celebrated on January 1st.
- It is a tradition in Spain to eat 12 grapes at midnight. This tradition is meant to bring twelve happy months in the coming year.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Students Practice ("You do")

Activity

Grape Taste Testing (from Harvest of the Month)

- Make three columns on graph paper labeled red, green, and blue/black; make five rows labeled appearance, texture, sound, smell, and flavor. (You can do this as a class or have students work in small groups and create their individual tables for their group.)
- Taste the red grape variety and describe in appropriate column and row. Repeat activity for green and blue/black varieties.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<ul style="list-style-type: none"> Compare and contrast the three grape varieties; discuss as a class. Take a poll to determine the students' favorite grape variety. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, “What about this activity ...”</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today during this hour. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Chinese New Year
Focus:	Renaissance and Rebirth

Materials:

- Tangram Template; printed on heavy paper on any color (1 puzzle per pair of students)
- Tangram Picture Guides (1 per pair of students)
- Pencils
- Blank white paper
- Scissors, optional (see Modifications)

Opening

State the objective

Today we will:

- Learn about the traditions of Chinese New Year

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is China located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in China? (different dialects of Chinese)
- In China, people say “Gung Hay Fat Choy” to wish each other happiness in the year to come. It means “May you become prosperous”.

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

New Year’s Traditions Discussion Topics:

- China operates on a lunar calendar. Therefore, the Chinese New Year is on a different day each year. In 2012, it begins on January 23rd.
- Chinese New Year lasts for 15 days. In China, it is often called Spring Festival. It signifies the end of winter and the beginning of spring and a renewal.
- On Chinese New Year’s Eve- families have an annual reunion dinner and end the night with firecrackers.
- On the 1st day of the Chinese New Year, children wake up and wish their parents a healthy and happy new year. Parents give their children a gift of money in a red envelope.
- The last day of the New Year, the 15th day, is celebrated with the Lantern Festival, when families walk through the streets with lighted lanterns.
- The Chinese New Year’s tradition is to reconcile and forgive all grudges and sincerely wish peace and happiness to all.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn”

Students Practice (“You do”)

Activity

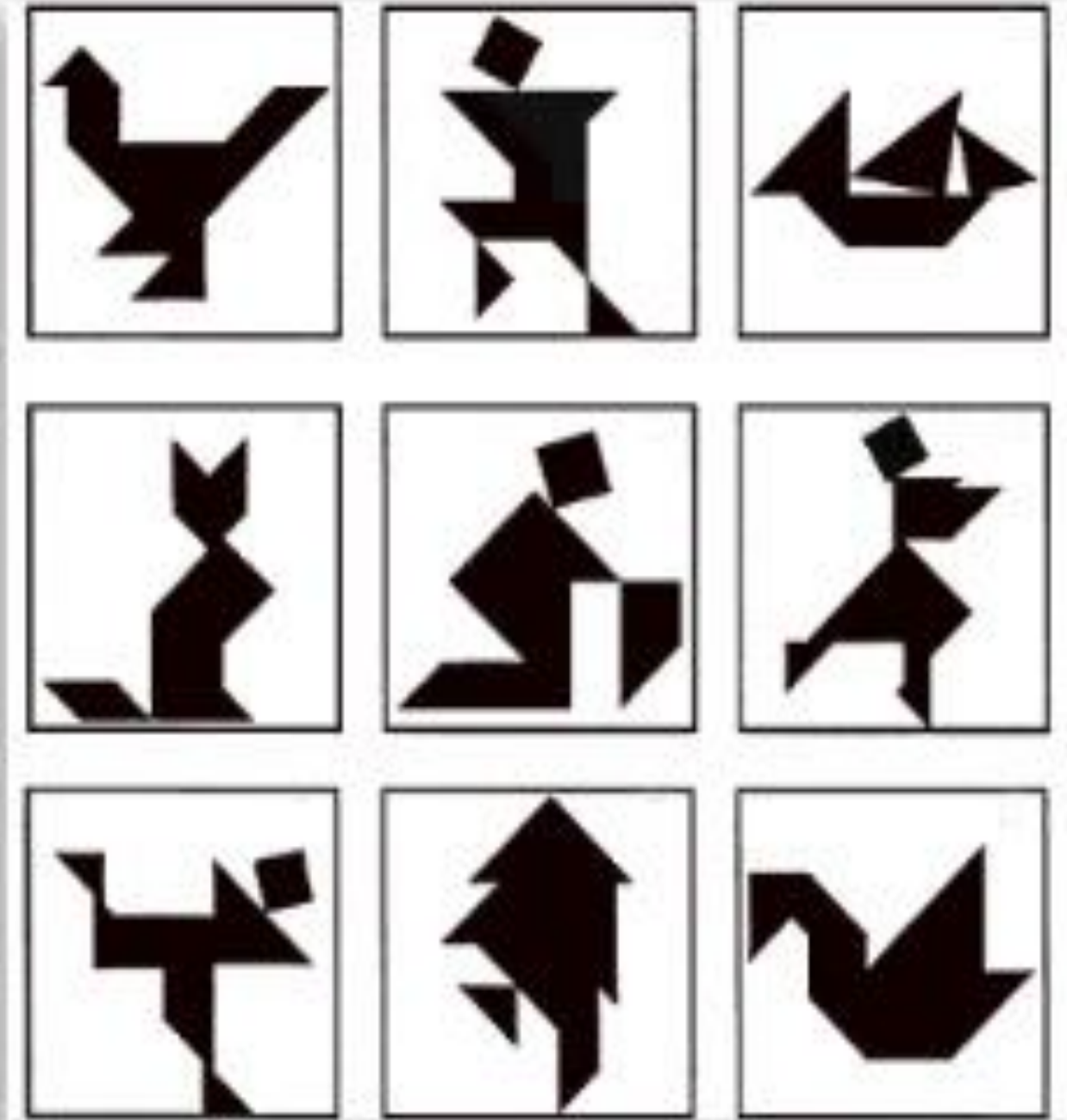
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<p>Tangram Puzzles -Tangram Puzzles have been played in China for centuries. This is a great activity to celebrate the Chinese New Year.-</p> <ol style="list-style-type: none"> 1. Partner your students. Give each student a tangram puzzle and a copy of the tangram picture clues. 2. Challenge students to use the shapes to recreate the pictures. You must use all 7 shapes. The shapes must touch, but cannot overlap. 3. Once students have figured out the puzzles, ask students to create their own picture puzzles on top of a blank piece of white paper. Trace the outline of the shape. Students can create a swap pictures for their friends to solve! 	<p>opportunity and have the student become the teacher.</p>
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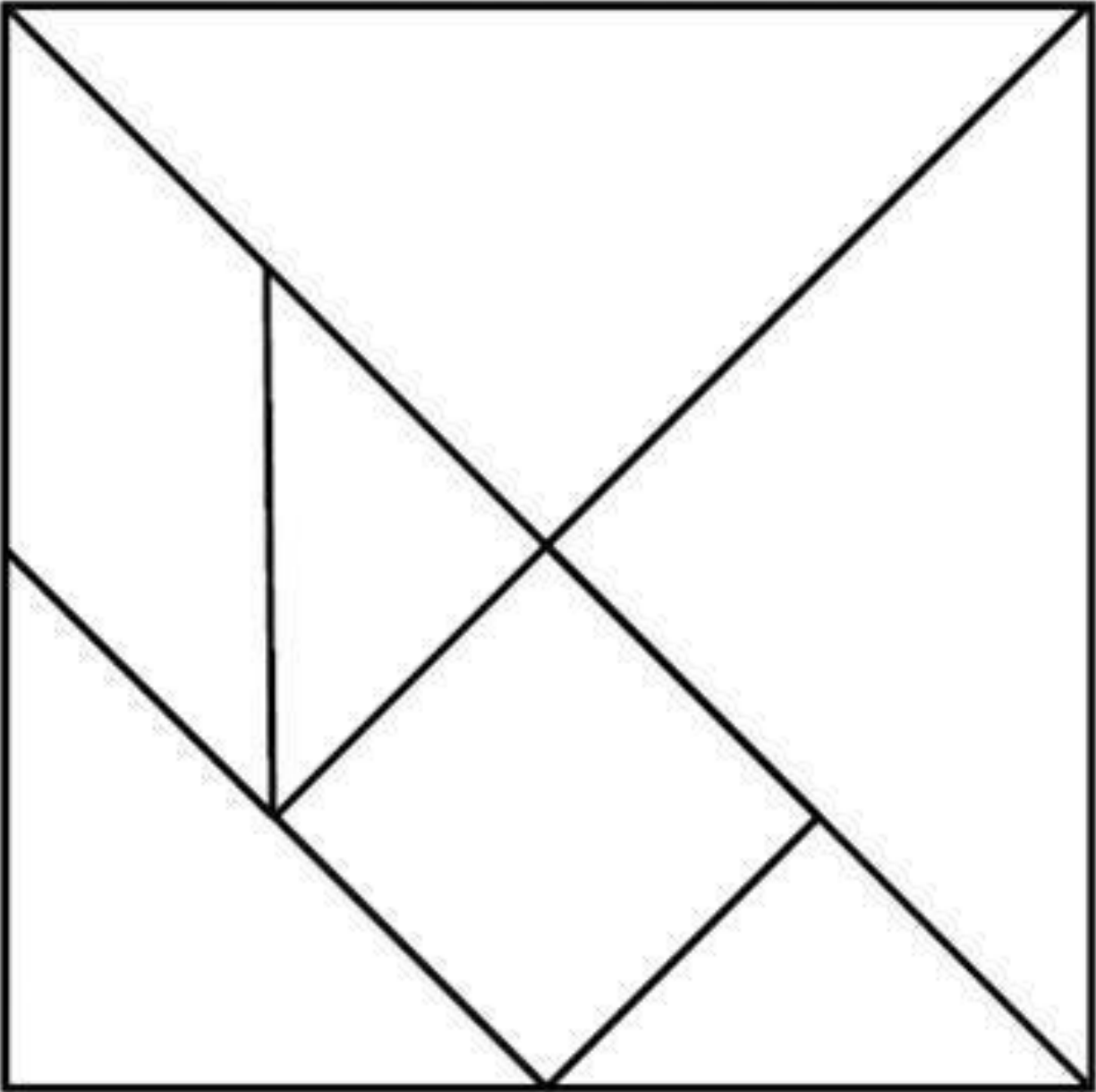
Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions: What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

<p>Modification: Older students will be able to cut the tangram puzzle template into shapes themselves. You may want to pre-cut the puzzle for younger students, as the cuts need to be very straight and precise.</p>

Tangram Pictures



Tangram Pieces



Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Try, Try Again
Focus:	Renaissance and Rebirth

Materials:

- “Try, Try Again” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reviewing Vocabulary

- Review the any words from the story that that you think your students will not be familiar with.

Reading the Story

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn”

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Students Practice (“You do”)</p> <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss the story’s plot. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (To have a brave heart, one must be willing to hold on as long as it takes to get the job done.) • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. <p>Talk About It! Pair up with another class to have a Story Club event.</p> <ul style="list-style-type: none"> • If the other class has NOT read the stories, encourage your students to pair up with others or create small groups and share the stories or poems with them. They can help them create the Story Maps too, if you wish. • If the other class HAS read the stories and poems, students can pair up or create small groups to share their created Story Maps and perspectives of the stories. 	<p>opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Try, Try Again

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

Try, Try Again

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Persevere- A Poem
Focus:	Renaissance and Rebirth

Materials:

- ‘Persevere’ Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #3 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a poem
- Learn a lesson from the poem to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reviewing Vocabulary

Review the any words from the poem that that you think your students will not be familiar with.

Reading the Story

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group.
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Students Practice (“You do”)

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<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work individually or in partners. Give each student a copy of the handout Story Map #2. • Students will read one line from the poem. Draw a visual representation of the line in the 2nd box. In the 3rd box, students will write or draw what they think the line means (as translated by themselves). <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss their translations of the meaning of the poem lines. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (Sticking-to-it has a lot to do with getting the right answers.) • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Persevere

The fisher who draws in his net too soon,
Won't have any fish to sell;
The child who shuts up his book too soon,
Won't learn any lessons well.

If you would have your learning stay,
Be patient -- don't learn too fast;
The man who travels a mile each day,
May get round the world at last.

Persevere

The fisher who draws in his net too soon,
Won't have any fish to sell;
The child who shuts up his book too soon,
Won't learn any lessons well.

If you would have your learning stay,
Be patient -- don't learn too fast;
The man who travels a mile each day,
May get round the world at last.

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Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

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Component:	Theme
Grade Level:	K-5
Lesson Title:	The Boy Who Cried Lion
Focus:	Renaissance and Rebirth

Materials:

- “The Boy Who Cried Lion” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #3 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reading the Story

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn”

Students Practice (“You do”)

Map It Out!

- Allow students to work individually or in partners. Give each student a copy of the handout Story Map #3.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Students will answer the questions using pictures or words to review the story. <p>Story Debrief</p> <ul style="list-style-type: none"> Review and discuss the story's plot. Ask students to share their Story Maps. Ask: What did this story teach you? (You will receive various answers) Ask: What is the moral of the story? (Once you are braded a liar, people will always be wary of other things you say, even when you are telling the truth.) Ask: How does that apply to you in your life? At home or at school? Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	<p>opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today during this hour. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

The Boy Who Cried Lion

Once, a mischievous boy lived in a village that stood at the foot of a hill. One day he thought of having some fun at the expense of his fellow villagers.

Standing on a high rock, he shouted at the top of his voice, "Lion! Lion! There's a lion! Come, quick, save me."

The villagers heard the shout and ran to help him. But when they reached there, they could see no lion and the boy was perfectly fine. The boy laughed at the villagers saying, "There was no lion; I did it only for fun."

The villagers got highly annoyed and went back home angry.

A few days later, the boy repeated the whole act. Again, the villagers went to his rescue but were duped again. Now, they decided not to be fooled by him anymore.

Unfortunately, one day, the lion really did come near the boy. Now the boy shouted "Lion! Lion!" , as loud as he could. But, nobody came to help him.

The lion attacked the boy. The boy struggled hard to save himself, but within few minutes, the beast had hurt him badly.

Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Fox and the Goat
Focus:	Renaissance and Rebirth

Materials:

- “The Fox and the Goat” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #1 Handout (1 copy per each pair of students)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reading the Story

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage

Students Practice (“You do”)

Map It Out!

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Allow students to work in partners. Give each partner grouping a copy of the handout Story Map #1. Students will fill in the title and use words or pictures to describe the sequence of events in the story. (They will not fill in the Moral of the Story at this time.) <p>Story Debrief</p> <ul style="list-style-type: none"> Review the sequence of events. Ask students to share their Story Maps. Ask: What did this story teach you? (You will receive various answers) Ask: What is the moral of the story? (Look before you leap. Always know what you are getting yourself into before you agree. Etc. .) Students can write the moral on their Story Maps. Ask: How does that apply to you in your life? At home or at school? Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today during this hour. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans



Story Title: _____

Sequence of Events:

First,	Next,	Then,
After that,	Then,	Finally,

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Little Hero of Holland
Focus:	Renaissance and Rebirth

Materials:

- “The Little Hero of Holland” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #3 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reviewing Vocabulary

Review the any words from the story that that you think your students will not be familiar with. Possible word suggestions include:

- sea level: The level of the ocean's surface
- canal: An artificial waterway or artificially improved river used for travel, shipping, or irrigation
- errand: A short trip taken to perform a specified task, usually for another

Reading the Story

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn”

Consult 4 Kids Lesson Plans

<p>of the story to one another.</p> <ul style="list-style-type: none"> • Partner Reading- students can form partners and take turns reading the story to one another. • Individual Reading- Students will read the story to themselves. 	<p>opportunity and have the student become the teacher.</p>
Students Practice (“You do”)	
<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work individually or in partners. Give each student a copy of the handout Story Map #3. • Students will answer the questions using pictures or words to review the story. <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss the story’s plot. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (To have a brave heart, one must be willing to hold on as long as it takes to get the job done.) • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

A Little Hero in Holland

Adapted from Etta Austin Blaisdell and Mary Frances Blaisdell

Holland is a country where much of the land lies below sea level. Only great walls called dikes keep the North Sea from rushing in and flooding the land. For centuries the people of Holland have worked to keep the walls strong so that their country will be safe and dry. Even the little children know the dikes must be watched every moment, and that a hole no larger than your finger can be a very dangerous thing.

Many years ago there lived in Holland a boy named Peter. Peter's father was one of the men who tended the gates in the dikes, called sluices. He opened and closed the sluices so that ships could pass out of Holland's canals into the great sea.

One afternoon in the early fall, when Peter was eight years old, his mother called him from his play. "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark."

The little boy was glad to go on such an errand, and started off with a light heart. He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home.

As he walked beside the canal, he noticed how the rains had swollen the waters, and how they beat against the side of the dike, and he thought of his father's gates.

"I am glad they are so strong," he said to himself. "If they gave way what would become of us? These pretty fields would be covered with water. Father always calls them the 'angry waters.' I suppose he thinks they are angry at him for keeping them out so long."

As he walked along he sometimes stopped to pick the pretty blue flowers that grew beside the road, or to listen to the rabbits' soft tread as they rustled through the grass. But oftener he smiled as he thought of his visit to the poor blind man who had so few pleasures and was always so glad to see him.

Suddenly he noticed that the sun was setting, and that it was growing dark. "Mother will be watching for me," he thought, and he began to run toward home.

Just then he heard a noise. It was the sound of trickling water! He stopped and looked down. There was a small hole in the dike, through which a tiny stream was flowing.

Any child in Holland is frightened at the thought of a leak in the dike.

Peter understood the danger at once. If the water ran through a little hole it would soon make a larger one, and the whole country would be flooded. In a moment he saw what he must do. Throwing away his flowers, he climbed down the side of the dike and thrust his finger into the tiny hole.

The flowing of the water was stopped!

"Oh no!" he said to himself. "The angry waters must stay back now. I can keep them back with my finger. Holland shall not be drowned while I am here."

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This was all very well at first, but it soon grew dark and cold. The little fellow shouted and screamed. "Come here; come here," he called. But no one heard him; no one came to help him.

It grew still colder, and his arm ached, and began to grow stiff and numb. He shouted again, "Will no one come? Mother! Mother!"

But his mother had looked anxiously along the dike road many times since sunset for her little boy, and now she had closed and locked the cottage door, thinking that Peter was spending the night with his blind friend, and that she would scold him in the morning for staying away from home without her permission.

Peter tried to whistle, but his teeth chattered with the cold. He thought of his brother and sister in their warm beds, and of his dear father and mother. "I must not let them be drowned," he thought. "I must stay here until someone comes, if I have to stay all night."

The moon and stars looked down on the child crouching on a stone on the side of the dike. His head was bent, and his eyes were closed, but he was not asleep, for every now and then he rubbed the hand that was holding back the angry sea.

"I'll stand it somehow," he thought. So he stayed there all night keeping the water out.

Early the next morning a man going to work thought he heard a groan as he walked along the top of the dike. Looking over the edge, he saw a child clinging to the side of the great wall.

"What's the matter?" he called. "Are you hurt?"

"I'm keeping the water back!" Peter yelled. "Tell them to come quickly!"

The alarm was spread. People came running with shovels, and the hole was soon mended.

They carried Peter home to his parents, and before long the whole town knew how he had saved their lives that night. To this day, they have never forgotten the brave little hero of Holland.

Consult 4 Kids Lesson Plans

Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Tortoise and the Hare
Focus:	Renaissance and Rebirth

Materials:

- “The Tortoise and the Hare” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #1 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reviewing Vocabulary

Review the any words from the story that that you think your students will not be familiar with. Possible word suggestions include:

- hare: a mammal that is similar to rabbits but has longer ears
- tortoise: turtles that live primarily on land

Reading the Story

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p>of the story to one another.</p> <ul style="list-style-type: none"> • Partner Reading- students can form partners and take turns reading the story to one another. • Individual Reading- Students will read the story to themselves. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
Students Practice (“You do”)	
<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work in partners. Give each partner grouping a copy of the handout Story Map #1. Students will fill in the title and use words or pictures to describe the sequence of events in the story. (They will not fill in the Moral of the Story at this time.) <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss the story’s plot.. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (We win many of life's rewards by learning how to hang in there and work till the very end.) Students can write the moral on their story maps. • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Tortoise and the Hare

An Aesop fable

A hare once made fun of a tortoise. "What a slow way you have!" he said. "How you creep along!"

"Do I?" said the tortoise. "Try a race with me and I'll beat you."

"What a boaster you are," said the hare. "But come! I will race with you. Whom shall we ask to mark off the finish line and see that the race is fair?"

"Let us ask the fox," said the tortoise.

The fox was very wise and fair. He showed them where they were to start, and how far they were to run.

The tortoise lost no time. He started out at once and jogged straight on.

The hare leaped along swiftly for a few minutes till he had left the tortoise far behind. He knew he could reach the mark very quickly, so he lay down by the road under a shady tree and took a nap.

By and by he awoke and remembered the race. He sprang up and ran as fast as he could. But when he reached the mark the tortoise was already there!

"Slow and steady wins the race," said the fox.



Consult 4 Kids Lesson Plans

Story Title:

Sequence of Events:

First,	Next,	Then,
After that,	Then,	Finally,

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Stars In The Sky- A Story About Perseverance
Focus:	Renaissance and Rebirth

Materials:

- “The Stars In The Sky” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #1 Handout (1 copy per each pair of students)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Reviewing Vocabulary

Review the following words that students may not be familiar with before reading the story. You can add any other yours to this list that you know your students will not know.

- lass: a young girl or woman
- the Milky Way: The galaxy containing the solar system, visible as a broad band of faint light in the night sky.
- mill wheel: A wheel, typically driven by water, that powers a mill.
- mill: A building equipped with machinery for grinding grain into flour or meal.

Reading the Story

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Consult 4 Kids Lesson Plans

<p>Depending on the age level of your group, choose one of the following ways to read the story:</p> <ul style="list-style-type: none"> • Read Aloud- the leader or a capable student can read the story aloud to the group • Small Group Reading- students can form small groups and take turns reading portions of the story to one another. • Partner Reading- students can form partners and take turns reading the story to one another. • Individual Reading- Students will read the story to themselves. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work in partners. Give each partner grouping a copy of the handout Story Map #1. • Students will fill in the title and use words or pictures to describe the sequence of events in the story. (They will not fill in the Moral of the Story at this time.) Sequence of Events COULD, but is not limited to: <ol style="list-style-type: none"> 1. The little girl went looking for stars. 2. She tried to catch them in the pond by the mill wheel. 3. She dances for them with the fairies. 4. The horse took her to the sea. 5. The fish took her to the rainbow. 6. The rainbow led her to the stars. <p>Story Debrief</p> <ul style="list-style-type: none"> • Review the sequence of events. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (The higher we reach, the longer and harder we have to try.) Students can write the moral on their Story Maps. • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Stars In The Sky

Adapted from Carolyn Sherwin Bailey, Kate Douglas Wiggin, and Nora Archibald Smith

Once upon a time there was a little lass who wanted nothing more than to touch the stars in the sky. On clear, moonless nights she would lean out her bedroom window, gazing up at the thousand tiny lights scattered across the heavens, wondering what it would be like to hold one in her hand.

One warm summer evening, a night when the Milky Way shone more brightly than ever before, she decided she couldn't stand it any longer -- she just had to touch a star or two, no matter what. So she slipped out the window and started off by herself to see if she could reach them.

She walked a long, long time, and then farther still, until she came to a mill wheel, creaking and grinding away.

"Good evening," she said to the mill wheel. "I would like to play with the stars in the sky. Have you seen any near here?"

"Ah, yes," groaned the old mill wheel. "Every night they shine in my face from the surface of this pond until I cannot sleep. Jump in, my lass, and you will find them."

The little girl jumped into the pond and swam around until her arms were so tired she could swim no longer, but she could not find any stars.

"Excuse me," she called to the old mill wheel, "but I don't believe there are any stars here after all!"

"Well, there certainly were before you jumped in and stirred the water up," the mill wheel called back. So she climbed out and dried herself off as best she could, and set out again across the fields.

After a while she sat down to rest in a meadow, and it must have been a fairy meadow, because before she knew it a hundred little fairies came scampering out to dance on the grass.

"Good evening, Little Folk," said the girl. "I'm trying to reach the stars in the sky. Have you seen any near here?"

"Ah, yes," sang the fairies. "They glisten every night among the blades of grass. Come and dance with us, little lass, and you will find as many stars as you like."

So the child danced and danced, she whirled round and round in a ring with the Little Folk, but though the grass gleamed beneath her feet, she never spied a single star. Finally she could dance no longer, and she plopped down inside the ring of fairies.

"I've tried and I've tried, but I can't seem to reach the stars down here," she cried. "If you don't help me, I'll never find any to play with."

The fairies all whispered together. Finally one of them crept up and took her by the hand, and said: "If you're really determined, you must go forward. Keep going forward, and mind you take the right road. Ask Four Feet to carry you to No Feet At All, and then tell No Feet At All to carry you to the Stairs Without Steps, and if you climb that --"

So the little girl set out again with a light heart, and by and by she came to a horse, tied to a tree.

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"Good evening," she said. "I'm trying to reach the stars in the sky, and I've come so far my bones are aching. Will you give me a ride?"

"I don't know anything about stars in the sky," the horse replied. "I'm here only to do the bidding of the Little Folk."

"But I come from the Little Folk, and they said to tell Four Feet to carry me to No Feet At All."

"Four Feet? That's me!" the horse whinnied. "Jump up and ride with me."

They rode and they rode and they rode, till they rode out of the forest and found themselves at the edge of the sea.

"I've brought you to the end of the land, and that's as much as Four Feet can do," said the horse. "Now I must get home to my own folk."

So the little girl slid down and walked along the sea, wondering what in the world she would do next, until suddenly the biggest fish she'd ever seen came swimming up to her feet.

"Good evening," she said to the fish. "I'm trying to reach the stars in the sky. Can you help me?"

"I'm afraid I can't," gurgled the fish, "unless, of course, you bring me word from the Little Folk."

"But I do," she cried. "They said Four Feet would bring me to No Feet At All, and then No Feet At All would carry me to the Stairs Without Steps."

"Ah, well," said the fish, "that's all right then. Get on my back and hold on tight."

And off he went -- kerplash! -- into the water, swimming along a silver path that glistened on the surface and seemed to stretch toward the end of the sea, where the water met the sky. There, in the distance, the little girl saw a beautiful rainbow rising out of the ocean and into the heavens, shining with all the colors.

At last they came to the foot of it, and she saw the rainbow was really a broad bright road, sloping up and away into the sky, and at the far, far end of it she could see wee shining things dancing about.

"I can go no farther," said the fish. "Here are the Stairs Without Steps. Climb up, if you can, but hold on tight. These stairs were never meant for little lassies' feet, you know." So the little girl jumped off No Feet's back, and off he splashed through the water.

She climbed and she climbed and she climbed up the rainbow. It wasn't easy. Every time she took one step, she seemed to slide back two. And even though she climbed until the sea was far below, the stars in the sky looked farther away than ever.

"But I won't give up," she told herself. "I've come so far, I can't go back."

Up and up she went. The air grew colder and colder, but the sky turned brighter, and finally she could tell she was nearing the stars.

"I'm almost there!" she cried.

And sure enough, suddenly she reached the very tiptop of the rainbow. Everywhere she looked, the stars were turning and dancing. They raced up and down, and back and forth, and spun in a thousand colors around her.

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"I'm finally here," she whispered to herself. She had never seen anything so beautiful before, and she stood gazing and wondering at the heavens.

But after a while she realized she was shivering with cold, and when she looked down into the darkness, she could no longer see the earth. She wondered where her own home was, so far away, but no streetlamps or window lights marked the blackness below. She began to feel a little dizzy.

"I won't go until I touch one star," she told herself, and she stood on her toes and stretched her arms as high as she could. She reached farther and farther -- and suddenly a shooting star zipped by and surprised her so much she lost her balance.

Down she slid -- down -- down -- down the rainbow. The farther she slid, the warmer it grew, and the warmer it grew, the sleepier she felt. She gave a great yawn, and a small sigh, and before she knew it, she was fast asleep.

When she woke up, she found herself in her very own bed. The sun was peeking through her window, and the morning birds sang in the bushes and trees.

"Did I really touch the stars?" she asked herself. "Or was it only a dream?"

Then she felt something in her hand. When she opened her fist, a tiny light flashed in her palm, and at once was gone, and she smiled because she knew it was a speck of stardust.

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Consult 4 Kids Lesson Plans

Story Map #1

Story Title: _____

Sequence of Events:

First,	Next,	Then,
After that,	Then,	Finally,

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Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Introduction
Focus:	Renaissance and Rebirth

Materials:

- Chart paper
- Chart Markers

Opening

State the objective

Today we will:

- Be introduced to the Renaissance era
- Begin to discover how things during the Renaissance differ or are the same to our current culture

Gain prior knowledge by asking students the following questions

- Is anyone familiar with the Renaissance?
- What does change mean? Describe times where you have experienced change. (A good reference for making the idea of the Renaissance somewhat relevant for students is the change from one teacher and classroom to another as they move to the next grade level. If a student doesn't share out this idea as a change that they have experienced, point it out.)

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Background Information (share with students)

- Renaissance is a French word that means "rebirth". It refers to the change that people living in the 1400's went through.
- The Renaissance began in Italy and then spread all over the world.
- The Renaissance brought about many changes in many areas. Art, Science, Inventions, Literature, Religion, Politics, Education, and daily lives had many changes.

Discussion

- When you complete a grade level at the end of the year, what happens next? (You move to a new grade).
- When you move to a new grade, what changes do you experience? (A new classroom, a new teacher, etc)
- Point: The Renaissance was kind of like changing grades. The people that lived during that time were used to certain things, like you are used to certain classroom rules

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn"

Consult 4 Kids Lesson Plans

<p>during a school year. Their culture was different. When the Renaissance movement began, they experienced many changes in their lives, just like you experience many changes with a new teacher. Over the next several days, we will learn about some of those changes and the things that people did during that time.</p>	<p>opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>To have a better understanding, and, be able to get an idea of how different things were approximately 600 years ago, we will begin to fill in a chart to help us compare (see how things were the same) or contrast (see how things were different). (Note: Save this chart- you will start it now and add to it at the end of each of the lessons.)</p>	
<p>Activity:</p> <ol style="list-style-type: none"> 1. Use the Compare & Contrast handout as a guide to duplicate a larger chart on chart paper. 2. Start by asking students for brief descriptions of aspects of children’s lives today. Ask leading questions like: <ul style="list-style-type: none"> • What do you do during the day? (go to school, play, spend time with friends or family, do chores, etc) <p>Fill in their answers on in the box for The Daily Lives of Children under the Today heading.</p> 3. Ask: What are some of the things you notice about art today? (digital art, artist studios, computers are used to make art, etc). What materials do we have to create art work? (Crayons, markers, paint, oils, computers, etc) What types of art do you see people make today? Fill in their answers on in the box for Art under the Today heading. 4. Ask: What are some of the inventions and innovative things that are being created today? (social media, computer software, etc) Fill in their answers on in the box for Inventions and Innovations under the Today Heading. 5. Ask: What are some of the things you know about science that happen today? Fill in their answers on in the box for Science under the Today heading. 6. Ask: what are some of the things we do to for parties and celebrations today? (food, music, entertainment, decorations, awards, etc). Fill in their answers on in the box for Parties and Celebrations under the Today Heading. <p>Inform students that they will be helping to fill in the Renaissance boxes as you do activities in each of these areas.</p>	

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

	Today	The Renaissance
The Daily Lives of Children		
Art		
Inventions and Innovation		
Science		
Parties and Celebrations		

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Daily Lives of Children
Focus:	Renaissance and Rebirth

Materials:

- Chess board games
- Checkers board games
- Chutes and Ladders game boards (for younger students)

Opening

State the objective

Today we will:

- Learn about the daily lives of children during the Renaissance.
- Compare and contrast how their lives differed from our own.
- Play games that children during the Renaissance may have played.

Gain prior knowledge by asking students the following questions

- What do you think children did during the day 600 years ago?
- What experience do you have playing chess or checkers?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Background Information (share with students)

- Before the Renaissance, in the Middle Ages, free time was very rare for children.
- A child of a peasant family would be expected to work in the fields or in the kitchen as soon as they could walk.
- A child of a Middle Class family would be expected to learn the job that their parents had as soon as they could walk, like an artist or a carpenter.
- For a child of nobility, the sons would be trained to be great warriors and the daughters would be trained to be proper women so that they could marry a wealthy man.
- They had no time for games or fun or education.
- During the time of the Renaissance, the daily lives of children changed.
- Education became important. Children went to school for 4-6 hours.
- They had time for games. They played Tag games, games with dice, bowling and stick ball (kind of like baseball). They played many board games like chess and checkers. They even played a game called Shoot the Owl, which is like Chutes and Ladders.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

Activity:

Consult 4 Kids Lesson Plans

1. Allow students to play Chess and Checkers in small groups or pairs. Younger students can play Chutes and Ladders in groups of four.

Compare and Contrast Chart:

Ask: What do you know now about the daily lives of children during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

WHI?

Ask the following three question:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Scientific Method
Focus:	Renaissance and Rebirth

Materials:

- 4 different brands of bar soap (1 brand MUST be Ivory)
- 1 large clear mixing bowl filled with water
- Scientific Methods flow chart handout(s)
- Observation Sheet handout(s)

Opening

State the objective

Today we will:

- Learn about an important process in science that was created during the Renaissance
- Do a simple experiment following this scientific process

Gain prior knowledge by asking students the following questions

- How do you think scientists find answers to their questions?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Background Information (share with students, if needed)

- During the Middle Ages, before the Renaissance, scientific things were thought to have happened because of what people thought or their beliefs, not because they were proved to be true.
- During the Renaissance, thinkers began to observe their surroundings and do experiments to prove or explain natural phenomena.
- A process for doing this was recreated- it is called the Scientific Method. The process already existed, but was really improved by a man named Frances Bacon. This is the process we use today.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.
 Check in about what is happening and what they are thinking.
 Take advantage of any teachable moments.
 Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.
 When possible, engage students in a “teach to

Students Practice (“You do”)

Activity:

1. Share the Scientific Method flow chart with students. (With older youth you may introduce the method and then let them talk about it in partners or small groups. With younger youth, you may want to simply introduce the steps as a whole class and move directly onto the experiment.

Experiment: Soap Floats

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This is a very simple experiment designed to illustrate the steps of the Scientific Method. You can do this as a whole class or in smaller groups. Students will need the Observation Sheet during this experiment. With younger students, you may want to recreate the Observation Sheet on the board or on chart paper.

1. State the problem or question: Which of these four brands of soap will float?
2. Form a hypothesis.
 - Do some research. Let students look at the soap boxes and list of ingredients. Encourage them to ask questions. Students should write the name of the brands on the Observation Sheet.
 - On the Observation Sheet, they should make a guess, or hypothesis, about whether that particular brand of soap will float. (Students can write YES/NO or FLOAT/WON'T FLOAT.)
3. Test your hypothesis. Choose a bar of soap. Place the bar in the bowl of water. Allow students to move closer to make observations. What happens? Students should write their observations on the Observation Sheet. Repeat for all bars of soap.
4. Analyze the Data. Ask students to describe their observations. What does the information from their observations tell them? (Note: ONLY The Ivory brand of soap should float. All other brands, including store brands will sink.)
5. Draw A Conclusion. Ask students to look back at their hypothesis for each of the brands of soap. Which hypotheses were correct? Which were not?

Remember, this experiment was designed to walk students through the steps of the Scientific Process. If you wanted to take the learning further, you could answer the question "Why does Ivory soap float?"

Did it take years of experimenting to get that soap to float? Not exactly. Ivory Soap floated by accident. For years the Procter & Gamble company had been developing a formula for a high quality soap at an affordable price. In January 1878, they finally perfected the formula. They called it simply "White Soap," and began production. Several months later the accident occurred.

A large batch of White Soap was mixing when a workman at the factory went to lunch and left the machinery running. When he returned, he found that air had been worked into the mixture. he decided not to discard the batch of soap because of such a small error, and he poured the soap into the frames. The soap hardened and it was cut, packaged, and shipped.

A few weeks later, letters began arriving at Procter & Gamble asking for more of the soap that floated. The workman's error had turned into a selling point! – Ivory Soap History at ideafinder.com

The added air in the soap makes it denser than the water... so it floats!

Compare and Contrast Chart:

Ask: What do you know now about science during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).

learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

What's Important About That?: This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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Brand	Hypothesis	Observations

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State the Problem or Question

You can't understand the answer if you don't have a clear question!



Form A Hypothesis

This is where you do research. You use your research to create a guess, or hypothesis, about what the answer to your question is.



Test Your Hypothesis

This is where you conduct an experiment.



Draw Conclusions

This is when you determine if your hypothesis is correct or not!



Analyze the Data

What did the results of your experiment tell you?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Science As Art
Focus:	Renaissance and Rebirth

Materials:

- White drawing paper (1 per student)
- Pencils, regular pencils or black colored pencils (1 per student)

Opening

State the objective

Today we will:

- Learn how scientist became “artists” during the Renaissance
- Create scientific masterpieces of our own

Gain prior knowledge by asking students the following questions

- What is a scientist?
- What is an artist?
- How do you think that a scientist could be an artist?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Background Information (share with students)

- During the Renaissance many major advancements were made in science. These are some of the area in science that saw much growth during this time. Do you know what scientist study in each of these areas?
 1. Astronomy- the study of outer space and the items in outer space, such as stars.
 2. Physics- the science of matter and energy and the interaction of the two.
 3. Botany- the study of plants.
 4. Biology- the study of life and living things.
 5. Anatomy- the study of the shape and structure of living things and their parts.
 6. Medicine- the science of diagnosing, treating, and preventing disease or other damage to the body or mind.
- Scientists, partly due to the creation of the Scientific Method spent a lot more time observing the things that they were studying. They would create drawings of these items with labels for each of the parts as part of their data collection. (Show students the Scientific Sketch examples).
- Some of these drawings were quite beautiful. That is how science became the subject of art during the Renaissance!

*Activity → Teachable Moment(s) throughout

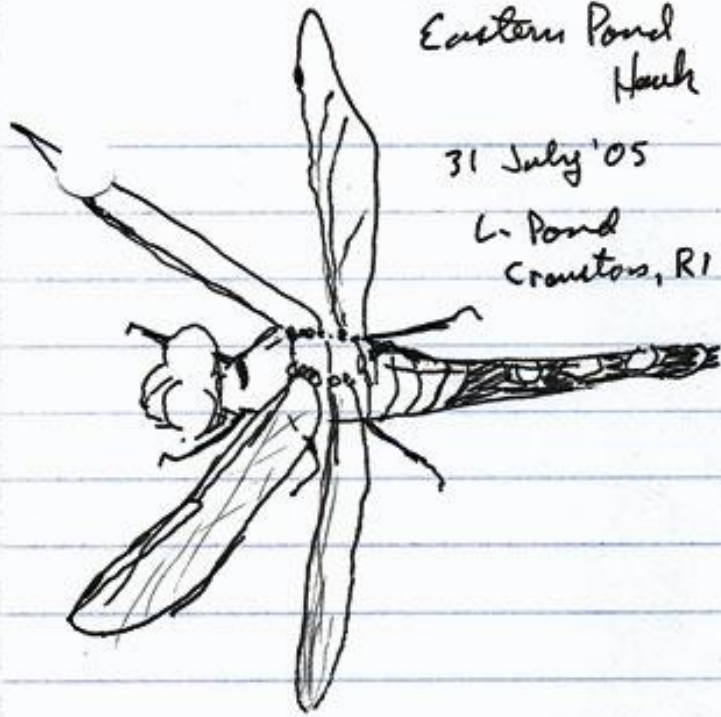
During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

Consult 4 Kids Lesson Plans

<p>Activity:</p> <ol style="list-style-type: none"> 1. Students will make their own scientific nature sketches. Explain to students that the scientific sketches are very detailed and that the parts are usually labeled. 2. Give students a piece of white drawing paper and allow them to choose their pencil. 3. With their supplies, take students outside. Allow student to look for an item from nature that they would like to observe and sketch. Items could include plants, flowers, leaves, bugs, grass blades, etc. 4. When students have completed their sketches, allow students to share their drawing first with a partner. 5. Once back inside, ask to students to place their sketches on their desk or tables. Allow students time to walk around the “gallery” and view all of the sketches. <p>Compare and Contrast Chart:</p> <p>Ask: What do you know now about science or art during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



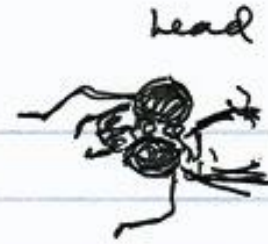
Eastern Pond
Hawk

31 July '05

L. Pond
Cranston, RI

Intimate moment!

S. GREENS



head



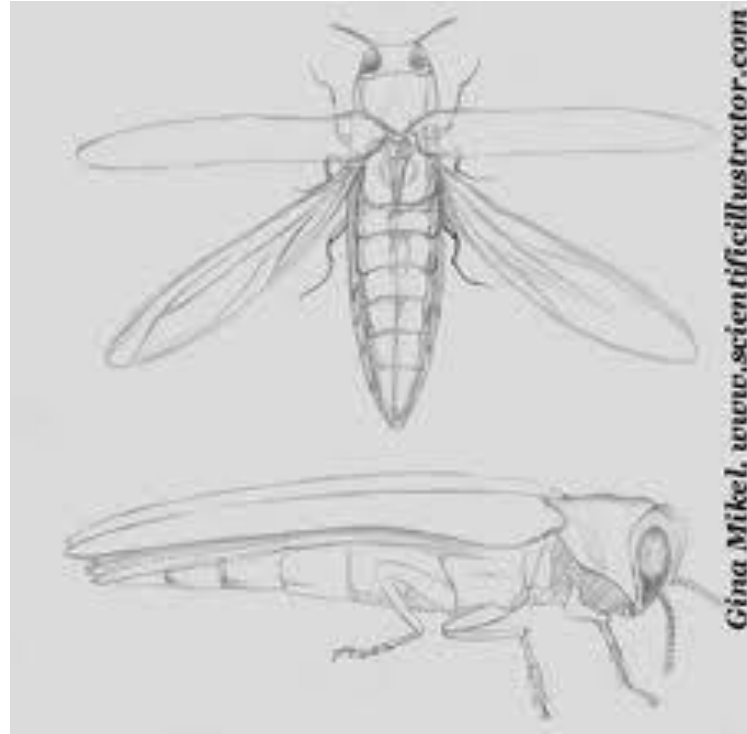
Eastern Pond Hawk

Resting on my knee

L. Pond, Cranston, RI

31 July '05

S. GREENS



Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Renaissance Feast
Focus:	Renaissance and Rebirth

Materials:

Decorations:

- Flower garlands to decorate tables
- Compare and Contrast Chart
- Murals from Leonardo Da Vinci
- Science sketches from Science As Art
- Inventions from Inventions and Innovations

Feast Food Possibilities (food typical of a Renaissance Feast- be creative!)

- Bread and Butter (from Make Your Own Butter)
- Variety of fruit
- Sausages
- Cheeses
- Potatoes
- Squash
- Turkey
- Water, milk or fruit juices (They didn't have soda during the renaissance!)

Opening

State the objective

Today we will:

- Celebrate our Renaissance learning with a Renaissance Feast

Gain prior knowledge by asking students the following questions

None

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

- Have students assist in decorating the tables and displaying their work.
- Lay out the foods you have chosen, buffet style!
- Enjoy your Renaissance Feast!

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Students Practice ("You do")

Encourage students to share moments from the Renaissance Unit. Review the Compare and Contrast Chart.

- What is your key learning about the Renaissance?

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • What was your favorite Renaissance activity? <p>If you have extra time, allow students to play chess or checkers, just like the children of the renaissance might do after a feast!</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Make Your Own Butter
Focus:	Renaissance and Rebirth

Materials:

Per group of 4-5 students:

- Small glass jar with lid (such as clean baby food jars or small Mason jars)
- Heavy whipping cream (in liquid form, not in a can)
- Salt
- Small plastic bowl
- Plastic Spoon
- Strainer

Opening

State the objective

Today we will:

- Learn how butter was invented
- Make our own butter for our Fun Friday Renaissance Feast

Gain prior knowledge by asking students the following questions

- How is butter made?
- Have you ever made your own butter?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Background Information (share with students)

- During the time of the Renaissance, people made their own butter. They did not go to the grocery store to buy it.
- Butter was invented by accident! Long, long ago the people who lived in the Arabian Desert travel across the desert by camel. They kept all of their supplies, including food, water, and milk, in bags that they strapped to the side of the camel while they walked. One time, a bag of milk was strapped to the side of the camel and then camel walked for many hours. When the travelers reached their destination and opened the bag to drink their milk, they found butter instead! The milk was churned into butter by the camel's gait!

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn"

Students Practice ("You do")

Activity:

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<ol style="list-style-type: none"> 1. Group students in small groups of 4-5. 2. Give each group a glass jar. Fill the jar halfway full of the whipping cream. Screw the lid on very tight. 3. Students should take turns shaking the jar, not too hard. They will have to shake for 20-30 minutes before the butter forms. 4. There will be some liquid left once the butter has formed. This is buttermilk and can be used in a different recipe! Students should open the jar and dump the contents in the strainer. The butter will stay in the strainer, while the buttermilk will strain through. 5. Put the butter in a small bowl, add a little salt, and stir. Cover the bowl with plastic wrap. 6. You can eat the butter immediately. BUT if you are having a Fun Friday Renaissance Feast, store it in the refrigerator. Just make sure that you take it out to soften before your feast begins! <p>Compare and Contrast Chart:</p> <p>Ask: What do you want to add about the Renaissance anywhere on our chart?</p>	<p>opportunity and have the student become the teacher.</p>
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions: What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

.Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance The Art of Leonardo da Vinci 1
Focus:	Renaissance and Rebirth

Materials:

- Large sheets of paper, such as butcher paper or chart paper (one for every group of 4-5 children)
- Art materials (pencils, crayons, markers, paint, etc)
- Mona Lisa example
- Da Vinci murals example

Opening

State the objective

Today we will:

- Learn about a famous Renaissance artist
- Create a type of artwork used by this famous artist

Gain prior knowledge by asking students the following questions

- What type of artworks do you think people were creating 600 years ago?
- What type of materials do you think people used to create art during the Renaissance?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Background Information (share with students)

- Leonardo Da Vinci is a very famous artist. He lived hundreds of years ago, but his works of art are still very famous and very valuable today.
- He painted the Mona Lisa, which still is displayed in a museum in Italy today. (Show the Mona Lisa picture). What do you notice/think about this painting?
- He was also famous for creating murals.
- What is a mural? A mural is a painting that acts out scenes and portrays significant events that happen in the community.
- Da Vinci was also an inventor. He is said to have invented the parachute. He also created the first drawings of the helicopter.

Students Practice (“You do”)

Activity:

1. Group students into small groups.
2. Show pictures of Leonardo Da Vinci’s famous murals.
3. Allow students time to decide what scene they would like to create on their mural paper.
4. Give each group a sheet of paper and art materials.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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5. Students should work together to outline their scenes in pencil.
6. Students can begin to fill in their murals with markers, crayons or paint. Make sure students understand that the ENTIRE paper should be colored in.
7. Inform students that they do not have to finish the murals today. There will be another session for students to finish their art work.

Compare and Contrast Chart:

Ask: What do you know now about art or Da Vinci during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

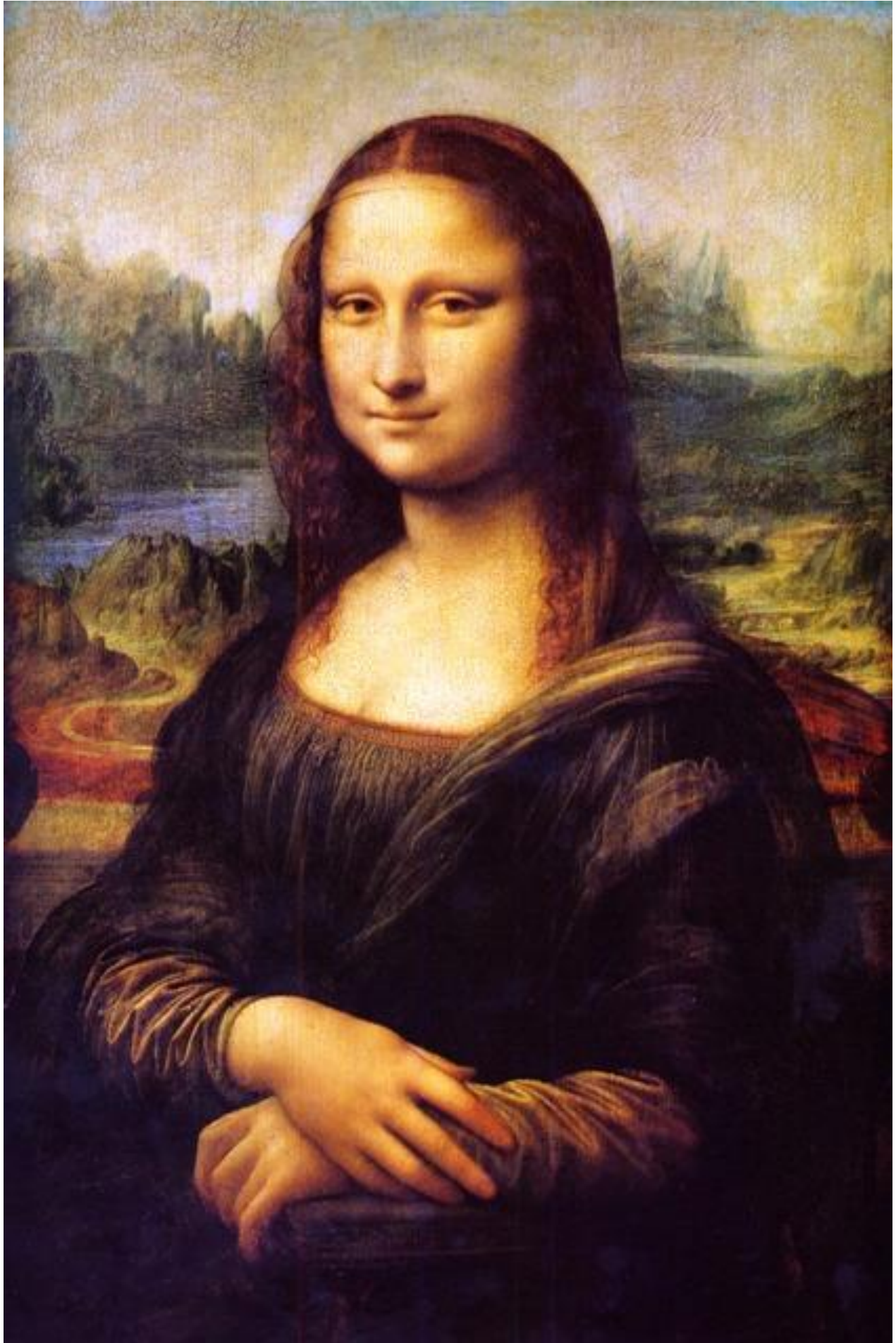
- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance The Art Leonardo da Vinci 2
Focus:	Renaissance and Rebirth

Materials:

- Murals begun by students in the previous Da Vinci session
- Art materials (pencils, crayons, markers, paint, etc)
- Da Vinci murals example

Opening

State the objective

Today we will:

- Continue our murals inspired by Leonardo Da Vinci

Gain prior knowledge by asking students the following questions

- What challenges did you have yesterday creating your mural? What will you do differently today?
- What worked well when you were creating your mural yesterday?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Background Information (share with students, if needed)

- Leonardo Da Vinci is a very famous artist. He lived hundreds of years ago, but his works of art are still very famous and very valuable today.
- He painted the Mona Lisa, which still is displayed in a museum in Italy today. (Show the Mona Lisa picture). What do you notice/think about this painting?
- He was also famous for creating murals.
- What is a mural? A mural is a painting that acts out scenes and portrays significant events that happen in the community.
- Da Vinci was also an inventor. He is said to have invented the parachute. He also created the first drawings of the helicopter.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Students Practice ("You do")

Activity:

1. Allow students to get in their mural groups and finish working on their mural projects.
2. Save the murals for display in the classroom and at the Renaissance Faire.

Compare and Contrast Chart:

Ask: What do you know now about art or Da Vinci during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in

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BLUE). What are the things that are different in the Today column? (Underline differences in RED).	
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Closing
Review
Say: <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
WHI? Ask the following three question: <ol style="list-style-type: none"> 1. What were some of the questions that came up in your group? 2. How did you go about including everyone? 3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!) <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Invention and Innovation
Focus:	Renaissance and Rebirth

Materials:

- Recyclable items (examples include milk jugs, plastic bottles, paper bags, cardboard boxes, etc)
- Odd and ends (examples include paper clips, buttons, pipe cleaners, etc)
- Glue and tape
- Whatever you can find will be great- the idea is to inspire innovation!

Opening

State the objective

Today we will:

- Learn about how the innovations in science and culture led to new inventions during the Renaissance
- Create new inventions of our own

Gain prior knowledge by asking students the following questions

- During the Renaissance people were discovering many new things in science and art. How do you think that this might have led to new inventions?
- What things do you think were invented during this time?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Background Information (share with students)

Things invented during the Renaissance:

- Clocks
- Eyeglasses
- The Flush Toilet, called water toilets
- Gunpowder- before gunpowder was invented knights fought with swords. They were no match for firearms and cannons once gunpowder was invented.
- Discoveries in science created the microscope and telescope
- The paper mill was invented during the Renaissance. This led to the invention of wall paper. Before wall paper, people used to decorate the walls of their houses and castles with woven tapestries or cloth.
- The printing press was invented during this time. Before this invention, everything had to be hand written. This meant that it could take years to create multiple books because each copy of the book had to be written and rewritten. Before the printing press books were very expensive. Once the printing press was invented, copies of books could be easily made so more people had access to them.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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<p style="text-align: center;">Students Practice (“You do”)</p> <p>Activity:</p> <p>Inventions are often created by taking something and improving it to make it easier to use or more productive.</p> <ol style="list-style-type: none"> 1. Ask students what current machines could be improved to make them better. What is something that doesn’t exist that could be invented to make life easier for people? 2. Create a brainstorming list of student answers on the board. 3. Group students into small or groups or partners. 4. Explain to students that they can use any of the recycled items to invent something of their own. They will be re-creations of what the real machine or product would be. 5. Allow students time to gather materials and create their inventions. 6. Let students share their inventions with the class. <p>Compare and Contrast Chart:</p> <p>Ask: What do you know now about innovation and inventions during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions: What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Renaissance Faire- Decoration Preparation
Focus:	Renaissance and Rebirth

Materials:

- Brightly colored tissue paper squares, cut in to 6"x 12" rectangles
- Green pipe cleaners
- Green ribbon

Opening

State the objective

Today we will:

- Create table decorations for a Renaissance Faire

Gain prior knowledge by asking students the following questions

- A Renaissance Faire is a party or celebration that would have been had during the Renaissance time. What activities do you think would happen at a Renaissance faire?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Background Information (share with students, if needed)

- Renaissance faires were celebrated with singing, dancing, music, juggling, magic tricks and a feast.
- As a Fun Friday activity to end our lessons about the Renaissance, we will be having a Renaissance Faire with a feast. Today we will be creating the table decorations.
- For party decorations, people living during the Renaissance eras would use flowers and vines to decorate their tables, doors, and windows.

Demonstration- Flower and Vines

1. Layer four 6"x12" rectangles of tissue paper. Fold these accordion style making alternating folds that are 1" wide. Continue to fold back and forth until your folded strip measures 1"x6".
2. Round the ends of the folded tissue paper with a pair of scissors.
3. Wrap a pipe cleaner around the center of the strip and twist together firmly. This will be the stem of your flower.
4. Create a fan shape on both sides of the pipe cleaner by gently pulling the folded tissue paper until the sides meet.
5. Open the flower by gently pulling each of the four layers away from the others. Begin with the center petals, lifting and fluffing as you go. Be careful not to tear the layers of

*Activity → Teachable Moment(s) throughout

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Take advantage of any teachable moments.

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<p>tissue paper. Repeat until the entire flower is fluffed.</p> <p>6. Attach the flowers to the ribbon by wrapping the pipe cleaner around the ribbon and twisting securely. Leave space between flowers so that the green ribbon shows through. Drape the vine over windows or door frames to create the look of vining flowers.</p> <p>(Idea inspired by EHow, Co.)</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. After demonstrating how to make the flower garlands, allow students to work in groups to create flower garlands for table decorations. 2. Assist as needed. <p>Compare and Contrast Chart:</p> <p>Ask: What do you know now about parties and celebrations during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).</p>	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>WHI?</p> <p>Ask the following three question:</p> <ol style="list-style-type: none"> 1. What were some of the questions that came up in your group? 2. How did you go about including everyone? 3. If you were to try this again, what might you do differently?
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)