



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

<b>Lesson Title:</b>	Jingle Bells Singing and bell decorating	<b>School:</b> Rio Grande	<b>Date:</b> 12/17/19
<b>Instructor Name:</b>	Erika Foster		
<b>Class Size</b>	15	<b>Lesson Credits: (Where did you get your ideas for you lesson ie: website) Pinterest</b>	

**Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.**

<b>NM State Standards:</b>	<p>STRAND : History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</p> <p>K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.1</a> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.1.A</a> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><a href="#">CCSS.ELA-LITERACY.SL.1.B</a> Build on others' talk in conversations by responding to the comments of others through multiple exchanges..</p> <p><a href="#">CCSS.ELA-LITERACY.SL.2</a> Ask and answer questions about key details in a text read aloud or information presented orally or through other media..</p> <p><a href="#">CCSS.ELA-LITERACY.L.3.4</a> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><a href="#">CCSS.ELA-LITERACY.L.3.4.A</a> Use sentence-level context as a clue to the meaning of a word or phrase.</p>		
<b>Learning Objectives:</b>	<p><i>[Instructional context]</i> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <i>[what students will do]</i> students will write a list of words <i>[what students will learn]</i> that are content-specific vocabulary.</p> <p>Students will learn the lyrics to jingle bells</p> <p>Students will review the lyrics and learn the meanings</p> <p>Students will be able to sing the song and then decorate their own bells.</p>		
<b>Lesson Materials &amp; Equipment</b>	<b>Item:</b>	<b>Quantity:</b>	<b>Special Requests for RGEC Equipment:</b>
	Small clear plastic cups	15	
	Yarn and/ or ribbon	Multiple	
	Glitter	Multiple	
	Glue	15	
	Small decorations	Multiple	

<p><b>INSTRUCTIONAL SEQUENCE</b> Please note: <i>This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.</i></p> <p><b>*Body of the Lesson:</b></p> <ol style="list-style-type: none"> <li>1. (What you will say/do to assess, connect to, or build, necessary background knowledge.</li> <li>2. Describe <u>step-by-step</u> what the students will be doing during the lesson.</li> <li>3. Opportunities to participate in small groups.</li> <li>4. Activity to process daily participation</li> </ol>	
1.	Instructor will review lyrics to the song Jingle Bells
2.	Review vocabulary words such as: Traditional, sleigh, horses, bobtail, fun, song, verse, chorus, lyrics and rhythm
3.	Instructor will review imperative verb vs. adjective
4.	Review the song with the students and have them sing along.
5.	Explain to the students that they will then be able to make their own bell using plastic cups and decorations
6.	Pass out plastic cups, glue, decorations and yarn or ribbon.
7.	Instructor will cut a small slit or whole in the bottom of the cup to thread the yarn or ribbon through

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



[Empty rectangular box for lesson plan notes]

8. Allow the students to then decorate their bells.

[A series of horizontal lines providing space for student work or teacher notes.]



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