



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

Lesson Title:	Paper Santa Ornaments	School: Rio Grande	Date: 12/06/19
Instructor Name:	Crystal, Erika, Sonia and Connie		
Class Size	20	Lesson Credits: (Where did you get your ideas for you lesson ie: website)	

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

<p>NM State Standards:</p> <p>Please Visit www.nvstandards.org Please Visit Next Generation Science Standards https://www.nextgenscience.org/search-standards</p> <p>Common Core State Standards: http://www.corestandards.org/ New Mexico Social Studies Standards https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Social-StudiesStandards_K-4.pdf</p>	<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> <hr/> <p>.K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1 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> <hr/> <p>CCSS.ELA-LITERACY.SL.1.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> <hr/> <p>CCSS.ELA-LITERACY.SL.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <hr/> <p>Presentation of Knowledge and Ideas:</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.4</p>																			
Learning Objectives:	<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 be able to utilize their fine motor skills by cutting and gluing to create a Christmas Ornament</p>																			
Lesson Materials & Equipment	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item:</th> <th style="text-align: center;">Quantity:</th> <th style="text-align: center;">Special Requests for RGECE Equipment:</th> </tr> </thead> <tbody> <tr> <td>Red Construction Paper</td> <td style="text-align: center;">20</td> <td rowspan="7"></td> </tr> <tr> <td>White Construction Paper</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Cotton balls</td> <td style="text-align: center;">Multiple</td> </tr> <tr> <td>Googly eyes</td> <td style="text-align: center;">Multiple</td> </tr> <tr> <td>String</td> <td style="text-align: center;">20 Pieces</td> </tr> <tr> <td>Glue</td> <td style="text-align: center;">Multiple</td> </tr> <tr> <td>Hole Puncher</td> <td style="text-align: center;">1-3</td> </tr> </tbody> </table>	Item:	Quantity:	Special Requests for RGECE Equipment:	Red Construction Paper	20		White Construction Paper	20	Cotton balls	Multiple	Googly eyes	Multiple	String	20 Pieces	Glue	Multiple	Hole Puncher	1-3	
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INSTRUCTIONAL SEQUENCE Please note: *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.*

***Body of the Lesson:**

1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
2. Describe step-by-step what the students will be doing during the lesson.
3. Opportunities to participate in small groups.
4. Activity to process daily participation

Signature: _____ **Date:** _____



Rio Grande Educational Collaborative

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1. Print out Santa's head outline.
2. Explain to students that they are going to be using the construction paper to cut out a Santa head.
3. Explain to the students that the red construction paper is used for Santa's hat
4. Explain to the students that the white construction paper is used for Santa's beard, mustache and tip of hat and head
5. Allow students to cut out all pieces and glue together
6. Allow to students to use cotton balls to glue to Santa's beard, mustache and tip of hat to create a 3-D effect
7. Use hole punch to make a whole on the top of Santa's hat and then tie a piece of string to be able to hang.