



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

<b>Lesson Title:</b>	Rock, paper, scissors, ducks	<b>School:</b> Governor Bent	<b>Date:</b> 2/13/20
<b>Instructor Name:</b>	Alexis Kanne		
<b>Class Size</b>	30	<b>Lesson Credits: (Where did you get your ideas for you lesson ie: website)</b>	

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

<b>NM State Standards:</b>	<p><b>CCSS.ELA-Literacy:</b>          K.10-Actively engage in group reading activities with purpose and understanding.          RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.          RL.2.4-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.          SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.          SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Visual Arts- Creating:</b>          Anchor Standard 1: Generate and conceptualize artistic ideas and work.          Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.          Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?          VA:Cr1.1.1a- Engage <b>collaboratively</b> in exploration and <b>imaginative play with materials</b>.</p>		
	<p>Please Visit <a href="http://www.mystandards.org">www.mystandards.org</a></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><b>Students will learn to follow directions</b></p> <hr/> <p><b>Students will be able to get active and move around</b></p>		
<b>Lesson Materials &amp; Equipment</b>	<b>Item:</b>	<b>Quantity:</b>	<b>Special Requests for RGEC Equipment:</b>
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

<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> 1. (What you will say/do to assess, connect to, or build, necessary background knowledge.          2. Describe <u>step-by-step</u> what the students will be doing during the lesson.          3. Opportunities to participate in small groups.          4. Activity to process daily participation</p>	
1.	Explain to students that they are going to play rock, paper, and scissors with a new step as ducks.
2.	Explain the rules: there will be 3 phases, waddling like a duck, walking and then sitting
3.	Everyone3 starts off waddling like a duck, as you waddle you play rock, paper, and scissors.
4.	If you win while waddling you can then walk and play
5.	If you win while walking you get to sit and play
6.	If you win while sitting you are the champion
7.	Waddlers can only play waddlers, walkers can only play walkers and sitters can only play sitters.
8.	As you're playing if you lose as a sitter you have to start again as a walker, if you lose as a walker you start again as a waddler.

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