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| <p>Lesson: TinyTys™ Word Bank</p> | <p>Teacher:</p> |
| <p>CCSS/STEM: <u>E.L.A. Reading Informational-</u> CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. <u>E.L.A. Speaking and Listening-</u> All Standards <u>MATHEMATICS Geometry-</u> CCSS.MATH.CONTENT.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. CCSS.MATH.CONTENT.K.G.A.2 Correctly name shapes regardless of their orientations or overall size. CCSS.MATH.CONTENT.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). ISTE: <u>Creativity and Innovation</u> <u>Communication and Collaboration</u> <u>Critical Thinking, Problem Solving, and Decision-Making</u> DOK: Depth of Knowledge Levels 1, 2 & 3 Recall, Skill/Concept & Construction/Design</p> | <p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. TLW will use a variety of descriptive words to define/categorize each TinyTys™ piece given. 2. TLW build a descriptive word bank (including general descriptive and specialized words “charm,” “pendant”, “buckle”) to apply during TinyTys™ lessons and/or other applicable subjects. 3. TLW know the difference between charm, pendant, hangers, TinyTys™ and buckle. <p>Materials</p> <ol style="list-style-type: none"> 1. TinyTys™ Jewelry Kit(s) 2. Student-Friendly Parts handout 3. Two Pieces of Chart paper/Markers 4. Image Projector |
| <p>Conten</p> | <p>Teacher/Anecdotal Notes</p> |
| <p>Anticipatory Set: Show TinyTys™ animation to introduce kit. Give groups of three a handful of TinyTys™ pieces with at least one of each TinyTys™ piece (tiny ty, bangle ty, charm (in each shape), buckle (in each shape), pendant (in each shape), both hangers). Instruct students to make something. Give them time to explore.</p> | |
| <p>Input Task Analysis</p> <ol style="list-style-type: none"> 1. Brainstorming game of descriptive words working in groups of three. How many | |



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| <p>can we come up with? One student keeping track of the number on their fingers or tally marks.</p> <ol style="list-style-type: none"> 2. Instruct small groups to report out their descriptive words while the teacher records them on a first chart paper. 3. Celebrate the many descriptive words they came up with. 4. Point out the words charm, pendant, and buckle on the parts page. Hangers and Tys can be included as well based on the level of your students 5. Teacher writes the words charm, pendant, buckle, ty, and hangers on the second chart paper. 6. Instruct groups to sort their pieces by lay one piece to represent each picture on the Parts Page. 7. Discussion Questions: What is the difference between a charm and pendant?; Are all the hearts charms? Are all of the stars pendants and etc... Questions should foster discussion comparing and contrasting to categorize pieces. | |
| <p>Check for Understanding (Throughout Lesson) Visually check where students placed parts ask: Where did you place this piece? Why did you place this piece here/there? *Some small groups are likely to categorize types of pieces based on shape versus function. Do not correct this error until step 6 of the lesson.</p> | |
| <p>Guided Practice During discussion students are prompted to move the appropriated parts around to the categories charm, pendant, buckle, Tys, and hangers.</p> | |
| <p>Independent Practice After teacher has checked Parts page following guided practice for accuracy students mix up parts and re-categorize.</p> | |
| <p>Extension</p> | |



Students are given a common verbal and /or labeled pictorial instructions to produce a piece of jewelry.

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