



<p>Lesson: TinyTys™ Gift for a Character</p>	<p>Teacher:</p>
<p>CCSS/Aligned STEM: <u>E.L.A. Reading Literature-</u> CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><u>MATHEMATICS: Measurement and Data-</u> CCSS.MATH.CONTENT.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more than"/"less of" the attribute, and describe the difference</p> <p><u>STEM-</u> TECHNOLOGY (K-2) 2.E. People plan in order to get things done. TECHNOLOGY (K-2) 1.D. Tools, materials, and skills are used to make things and carry out tasks. (K-2) 6.A. Products are made to meet individual needs and wants. ENGINEERING DESIGN (K-2) ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><u>DOK:</u> Depth of Knowledge Levels 3 & 4 Construction/Design and Extended Thinking</p>	<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. TLW identify characters in a fiction text. 2. TLW consider one character's experience(s) in the text. 3. TLW plan and construct a product to represent a character in the text. 4. TLW express reasons for his/her planning/construction choices. <p>Materials</p> <ol style="list-style-type: none"> 1. TinyTys™ Jewelry Kit(s) 2. TinyTys™ Pieces separated into bins based on shape (Labeled with word bank words). 3. "Gift for..." Planning sheet 4. Crayons/Markers/Pencil 5. Chart Paper or White Board 6. Projector
<p>Content</p>	<p>Teacher/Anecdotal/Reflection Notes</p>
<p>Anticipatory Set Read a fiction storybook (teacher's choice) to the class. Ask students which character was their favorite and why?</p>	
<p>Input Task Analysis</p> <ol style="list-style-type: none"> 1. Teacher tells students, "Today, you each get the chance to make a special gift for your favorite character in the story." Teacher tells students, "You can make either a ring or a bracelet for your favorite character (or collar for animal character)." 2. Teacher asks students to recall all of the characters in the story, writing the character names on the whiteboard/chart 	



<p>paper.</p> <ol style="list-style-type: none">3. Tell students, “Before we make our gifts, let’s make a plan; you want to create a gift that your favorite character would REALLY like.”4. Whole Class Discussion Questions: What things does your favorite character like? What makes you think he/she likes that? Is there something that happened in the story that makes you think that?5. Teacher tells students, “Each of you can use only one ty, one shape, and one sticker for your gift, so you should make a plan first - to make the gift just how you want it to look.”6. Teacher shows students the choices of tys and shapes located in the labeled bins.7. Teacher says, “Let’s start by choosing the sticker your favorite character would like (Teacher shows the students their choices of stickers on the projector, pointing out the various pictures and shapes of stickers). Allow time for students to process sticker choices.8. Instruct students to Think/Pair/Share which sticker they will use for the gift.9. Give each student a “Gift for…” Planning Sheet10. Instruct students to write the name of one favorite character in the space provided on the planning sheet.11. Teacher models on the projector how to fill in the planning chart Box #1, drawing which size/color Ty, and Box #2, drawing which shape/color charm to add to the ty (Point out again how their sticker choice determines the shape charm they need).12. Instruct students to draw in their own pictures in Box #1 and Box #2 to represent their planned gift13. Upon completion of planning chart, instruct students to gather two TinyTys™ pieces they need from the labeled bins and construct their gift.14. After each student completes his/her	
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<p>ring/bracelet, instruct them to retrieve their sticker, calling students up based on which shape they used on their gift.</p> <p>15. Instruct students to Think/Pair/Share with one or more classmates: Which character is the gift for? Why would the character like the choices you made?</p>	
<p>Check for Understanding (While students plan/construct their gifts) What are you going to make - a ring or a bracelet? What size ty do you need for your gift? Which sticker will you use? Why would your character like that sticker? What shape charm should you use for that sticker? What color? Why do you think the character would like that one? What happened in the story to make you think so?</p>	
<p>Guided Practice Teacher shares his/her favorite character in the story and what the character likes, basing the inference on the character's experiences in the story. Teacher shares which sticker, which shape charm, and which ty he/she would use for the character's gift, pointing out how the sticker shape determines the charm shape, and why (how he he/she chooses the ty length and what in the story makes him/her think the character would like the gift).</p>	
<p>Independent Practice Throughout lesson, students decide, plan, draw, construct, and explain their choices.</p>	
<p>Extension Teacher shows the class examples of different gifts made by students, asking the class to make guesses which character would like that gift and what in the story makes them think so.</p>	