Kindergarten, 1st Grade and 2nd Grade Teaching and Learning Guide

| Learning Target: Make a mental image and tell why it is different from other people. |
|---|---|---|
| 1. Do students understand the learning target? | Increase student understanding: | Check student understanding: |
| Example questions to ask students:  
  • What are we learning today?  
  • Why is it important? | Have students talk about the learning target… | Have students share the learning target in their own words. |

2. Skills and knowledge students will need in order to achieve this target:

Progression of learning:
  1. Students listen to poems and draw their own mental images without talking to anyone.
  2. Students find other students who drew mental images for the same poem.
  3. Students compare and contrast their mental images. Share what they notice.
  4. As a class, students share their learning, share their discussions.
  5. Class discussion about how our schema affects our mental images.

3. Creating the learning environment/Resources for learning

Posters; Pictures; Library of fiction and non-fiction books and materials; Word walls/banks; Charts; Sentence strips; Artifact collections

Instructional possibilities and student resources:
Choose 4 short poems that create a clear mental image. (Something that a first grader would have schema for.)
  ✓ Have student copies of each poem (5 or 6)
Pre-cut small squares (about 3 inch squares) prepared (1 for each student).
Poster Board
  2 Sentence Strips (one that says, “Why are our mental images different?” and one that says “Our schema is different!”)
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### 4. Differentiating for groups of learners

<table>
<thead>
<tr>
<th>Group 1:</th>
<th>Group 2:</th>
<th>Group 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who already have an understanding of this learning target and can work independently in a group</td>
<td>Students who need additional help</td>
<td>Students who need specific skill instruction</td>
</tr>
</tbody>
</table>

Brainstorm next instructional steps…

Discuss how your schema changes after they share their mental images with others.

Brainstorm next instructional steps…

Assist students in anchoring their words and help them draw upon their own schema.

Brainstorm next instructional steps…

Teacher assists in capturing individual’s mental image on paper.

### 5. Classroom assessment: Anecdotal notes from discussion and teacher observation.