

Lesson Plan

Grade Level: 1st Grade

Lesson Plan #9: "Circus Caps for Sale" - Class Circus

Standards Met

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Notes

This lesson is designed to help each student find a unique role to fill in the classroom. It is an offshoot of Lesson #8 in which students identify what makes them unique. However, in this lesson, students can use their imagination to become something or someone different.

Learning Target

- I can connect the setting and characters in a story to my own community and peers.
- I'll show this by creating an illustration that shows my role in the class circus.

Materials Needed

- Bulletin board or large space to showcase the Class Circus
- Art supplies

Do Now

The teacher asks students what is the coolest, most impressive thing they've ever seen someone do!

Activity 1

The teacher re-reads the pages that describe all of the things that happen at the county fair to refresh the class's memory of the story.

Activity 2

The teacher introduces the idea that the students are going to become members and performers in their own class circus! Students are asked to brainstorm what role they would like to have in the circus. Students can talk with each other to get ideas.

Students should get creative control over their class circus. They can take on roles with partners (for example, more than one student could be a tumbler, a magician could have an assistant, etc.). However, students are each responsible for creating their own visual representation for the circus wall.

Activity 3

Students work on self-portraits, focusing on making the image represent themselves and the role they wish to play in the class circus. Each piece of art should be accompanied by a caption.

Closure

Students collaborate to set up the class circus on the bulletin board. Once complete, students can reflect on their teamwork and how their artwork came together as one cohesive piece.