



Teacher: Ms. Garcia

Subject / Grade Level: 1st grade

SDTR Lesson Planning Template: Intro Version

CONTEXT

Provide brief context for the lesson. How and where does it fit within a unit or project? What happened the day before, and what will happen the day after? Who are the learners? How long will the lesson last?

This lesson will be a launch for our upcoming “Flavorful Food” project. The day before the lesson I will read **Spaghetti in a Hot Dog Bun** to the students. The day of the lesson students will discuss at their tables about new ways to embrace cultural food differences. The lesson is anticipated to last 30min.

STANDARDS

If applicable, provide specific standards that the lesson will target. Indicate if the standard is being introduced (I), practiced (P), or assessed (A) in this lesson. Possible standards frameworks: CA [CCSS](#), [NGSS](#), [ELD](#), and/or [Learning for Justice](#).

Until trimester 2, you are encouraged but not required to fill this out.

GOALS

What are your goals for the activity? Specifically, by the end of the lesson, what will students know, feel, understand, and/or be able to do?

The goal for this activity is to have students aware of cultural food differences and understand how to be mindful and respectful of it.

ANTICIPATORY PLANNING

What prior knowledge, ideas, and misconceptions might students bring into this lesson? How can you proactively address or frame these misconceptions? How will you respond if students share harmful misconceptions?

Until trimester 2, you are encouraged but not required to fill this out.

MATERIALS & PREP

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

I will need to prep plastic plates that will have different foods glued on it. I will have 12 different plates, one for each pair. I will have the book. I will have the Lion King video setup. I will have 12 empty plates for them to jot their notes or ideas on, crayons, and different pictures of food or kind words for them to get to create a “Food is Beautiful” plate. Maybe plastic spoons and cups to make it more fun.



PROCEDURE

Please provide specific descriptions of all activities, including what the teacher(s) will be saying and doing and what the students will be doing. *Remember that the person doing the doing & talking is the one doing the learning!*

Launch: How will the teacher spark curiosity, get students actively engaged in lesson-related content right away, and/or help students understand the *purpose* of what they will be doing during the lesson?

Estimated Time	Teacher will...	Students will...
2min	(Hook) Lion King- Grub Video	Watch the video
	Hear how symba said words like yuck and eww before even trying it. If he kept being rude about it how would that make pumba and timbo feel?	Anticipate students to raise hand and answer the question as it will make them feel hurt
5min	Bring it back to the book read the day before and ask if they'd eat something like spaghetti in a hot dog bun? Talk about the video and read certain pages in the book (read the whole book day before)	Turn and talk to discuss if they'd eat foods unfamiliar to them like (symba or the girl in the book?)

Explore: How will students engage in the “meat” of the lesson? What will students be doing in order to move toward the learning goals? How will you be supporting them?

Estimated Time	Teacher will...	Students will...
5min	Jot down what was heard in the turn and talk "Imagine you're with a friend and there are so many foods and smells" I've directions for the activity: Students will go to their table and have a plate full of different foods. They will be asked 3 different questions:	Listen to directions on the carpet
3min	Ask students to talk about what they see on the plates of different foods.	Talk about it at their tables
3min	Ask students what nice comments could we use when we see food we are not familiar with? In addition to being kind this can be a practice round (give a scenario)	Talk with table mates and draw or glue affirmation words (already printed) on their empty plate
3min	Ask students to add on their empty plates which pictures they would be willing to try	Talk with table mates and draw or glue affirmation words (already printed) on their empty plate



Drop your anchor: How will students synthesize, share their learning with each other and/or with the teacher, and make connections to future lessons?

Estimated time	Teacher will...	Students will...
5min	Ask students to share what positive words they would use (rug time)	Allow students to think before saying something that could hurt someone's feelings. Differences are okay.
5min	Gather all in a circle to talk	Express one food they would try

CLASSROOM MANAGEMENT & SUPPORTS

How will you proactively help students to envision the behaviors that will make each part of this lesson go smoothly? How and when do you anticipate needing to remind students to honor community agreements?

I anticipate to remind the students of our classroom agreements and how we are “hearts” we are here to support one another's heart. State the goal is to be kind hearts. The behaviors that are unexpected I will redirect and set a reminder if still an issue. I hope to have some utensils for those who are neurodivergent learners and need to hold or chew on an item during the lesson.

DIFFERENTIATION/ACCOMMODATION

Until trimester 2, you are encouraged but not required to fill this out.

INFORMAL ASSESSMENT

Until trimester 2, you are encouraged but not required to fill this out.

ASSESSMENT

How will you know if your students met the goals of the lesson? What artifacts of student work will you collect and why?

I will have an empty plate for each table to draw on or glue kind affirmation pictures or words (previously printed) on to show how they have hopefully achieved the goal of respecting food diversity. A class conversation and artistic forms are how I hope to have the goal reached across.