Lesson Plan by: Sally Maxwell

Lesson: Nadia’s Hands
Length: about 2 hours (can be divided among two days or morning and afternoon)
Age or Grade Intended: Kindergarten

Academic Standard(s):
K.2.1 Locate the title and the name of the author of a book.
K.4.3 Write using pictures, letters, and words.
K.5.1 Draw pictures and write words for a specific reason.

Performance Objectives:
Given a book or the copy of the front cover of a book, students will circle the title and underline the author of the book with 100% accuracy.
Given paper and a writing utensil, students will write about a specific topic using pictures, letters, and words with 100% accuracy.
Given paper and a writing utensil, students will draw and write words about a specific topic with 100% accuracy.

Assessment: Go around the room with the book, while the students are tracing their hands, ask each student to circle with their finger the title of the book and underline with their finger the author of the book.

Advanced Preparation by Teacher: Print pictures of military, beach, Catholic, Jewish, outside, and Pakistan weddings. Bring in pictures of your wedding or your parents’ wedding. Have hand colored construction paper, scissors, and orange colored crayons. Have a copy of Nadia’s Hands. Any materials needed to make henna if you choose to.

Procedure:

Introduction/Motivation: Show the students the front of Nadia’s Hands and ask the students what this book could be about and give them a short summary of it book. (If you need help with the summary, read the couple paragraphs on the inside cover of the book.)

Step-by-Step Plan:
1. Ask the students to point to the title and author of the book. Explain that the title is usually at the top in bigger letters and that the author is usually towards the bottom and in smaller letters. Explain that the author writes the words and the illustrator draws the pictures.
2. Read Nadia’s Hand’s aloud to students in a reading corner.
   - After reading the page that ends in “She was worried.”, ask the students “Why do you think she is worried?” (Bloom: Analysis)
   - After reading the page that ends in “Tick, tick, tick.”, ask the students “What would happen if Nadia moved or touched her hands?” (Bloom: Synthesis)
• After reading the book, ask the students “Who was Nadia and what did she have to do?” (Blooms: Knowledge). “How would you feel if you were Nadia and had to come to school with orange designs on your hands?” (Blooms: Application)

3. Talk a little about what they know about weddings they have seen on television or in person.

4. Send the students back to their seats (Gardner: Bodily/Kinesthetic) with a piece of paper to write about a wedding using pictures and words. (Gardner: Visual/Spatial and Verbal/Linguistic)

5. Walk around and help the students sound out words that they can use to write about the wedding.

6. Have the students come back to the reading corner (Gardner: Bodily/Kinesthetic) and ask a few students to share what they drew and wrote.

7. Show students pictures of your wedding or your parents’ wedding and explain the pictures a little.

8. Show the students pictures of military, beach, Catholic, Jewish, and outside weddings. Explain that all these are performed in the United States.

9. Show pictures of the Pakistan wedding that you have and others that are in the book. Have the students tell you similarities and differences among all the weddings.

10. Talk to the students about henna that is used on the hands to make a design.

11. Optional: Make some henna, allowing the students to help as much as possible. Put it on your hands. (Need to have parent’s permission to put it on students.) (Gardner: Musical/Naturalist)

12. Show the students step-by-step how they are going to trace their hand on a piece of construction paper, draw a design, and cut it out. (Gardner: Visual/Spatial)

13. Send the students back to their seat (Gardner: Bodily/Kinesthetic) with their piece of construction paper.

14. As the students are working, walk around and do the assessment as mentioned above.

Closure: Allow each student to show the hand they designed, asking them why they picked that design.

Adaptations/Enrichment:
ADHD student: Allow the student to help you hand out that papers each time.
Enrichment: Encourage the student to write a couple sentences on the paper the describes the wedding they drew a picture of.

Self-Reflection:
Was there enough moving around so that the students could stay focused on what they were doing? Was there enough information about the different weddings? Is there something I would do differently next time? Is there something I want to make sure I do again?

Ideas from: Original ideas