

Lesson Delivery Date:// Lesson Delivered By:	
Initial when complete: Supplies Bought: Materials Prepped: Feedback Complete:	

## SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) Personalized Greeting Cards	TIME REQUIRED: 45 - 60 minutes	AGES:		
SCALED LEARNING FRAMEWORK ELEMENTS:  (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)  • Literacy				
<ul> <li>STANDARDS ADDRESSED:         <ul> <li>(Common Core State Standards; National Core Art Standards)</li> <li>Writing: Produce clear and coherent writing in which appropriate to task, purpose, and audience.</li> </ul> </li> </ul>		zation, and style are		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to:  • Creatively write and practice written language skills through the creation of greeting cards.				
<ul> <li>MATERIALS NEEDED:</li> <li>Colored pencils and paper</li> <li>Thesaurus and Dictionary</li> <li>Old Magazines</li> <li>Scissors</li> <li>Glue</li> <li>Stickers, rubber stamps, glitter, etc.</li> </ul>	PREPARE AHEAD	OF TIME:		

## **PART ONE:**

Envelopes

**SAY:** Today we're to celebrate National Christmas Card Day, which is on December 9<sup>th</sup>, by creating our own greeting cards!

**ASK & CONNECT** (prepare opening ideas to connect lesson to youth's prior experience or prior session)

• What is the purpose of a greeting card?

• Can you name an example of a time you would send or receive a greeting card?

## **PART TWO:**

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Explain to the children that they will be creating greeting cards and writing sentiments to give their families and friends. These cards do NOT have to be for Christmas—they can be for any holiday, occasion, or for no reason at all.

What key skills will I need to be prepared to model or teach?

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<ol> <li>Demonstrate to children how to address an envelope. Provide an example on the tables to share.</li> <li>As a group, brainstorm words children may want to include in their cards. Write these words on a large sheet of paper or board to help children with spelling.</li> <li>Have youth fold their paper into cards—folding an 8.5" x 11" sheet of paper in half twice is perfect for a card.</li> <li>Let youth use the decorative materials to create and design their greeting cards.</li> </ol>		<ul> <li>ASK DURING (open-ended questions for during activity)</li> <li>Encourage youth to access the dictionary and/or thesaurus to increase word choice.</li> <li>What type of card are you planning to create? How are you going to design your card?</li> </ul>			
6. Let youth make as many cards	as time allows.				
SITE SPE	<b>CIFIC</b> (complete prior to lesson	delivery)			
Leadership (How can youth help lead?)	Choices (What content or process choices are there?)	How will I promote exploration?			
		How will I nurture creativity?			
<ul> <li>PART THREE:</li> <li>REFLECT</li> <li>Have youth show off their favorite card and share about their design process. Who will be receiving this card and why did you choose this person?</li> </ul>					
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FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)					
☐ Invitation: During activity, invite families to join as they are picking up their child ☐ Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process ☐ Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email					