

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Chester **Lesson #** 2 **Date:** Nov 1, 2024
Name: Eve Nicole Brighthouse-Warren **Subject:** ELA **Grade(s):** 1/2

Rationale:

This lesson is important because it uses clever devices to explore aspects of story like author, illustrator, character, setting, and events. The story is very funny and engaging, increasing learner interest in reading, and showing how humour can be found in stories. Lesson will also allow students to practice writing a simple sentence. This lesson is part of a larger unit over the next 4 weeks in which students will create their own simple book with their own story, illustrations, and produced to be shared.

Core Competencies:

Communication	Thinking	Personal & Social
Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.	Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.	Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

Big Ideas (Understand)

Playing with language helps us discover how language works.
 Stories and other texts help us learn about ourselves and our families.
 Stories and other texts can be shared through pictures and words.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation Use foundational concepts of print, oral, and visual texts Use sources of information and prior knowledge Recognize the basic elements and structure of story. 	Language features, structures, and conventions <ul style="list-style-type: none"> Concepts of print Print awareness phonemic and phonological awareness letter formation sentence structure conventions Elements of story <ul style="list-style-type: none"> setting characters

<ul style="list-style-type: none"> • Create stories and other texts to deepen awareness of self, family, and community 	<ul style="list-style-type: none"> • events <p>Vocabulary to talk about texts</p> <ul style="list-style-type: none"> • book • page • author • title • illustrator • pictures <p>Features of oral language</p> <ul style="list-style-type: none"> • tone • volume • inflection • pace • gestures
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • students will start working on their own book, including a cover with title, author and illustrator • students will be able to write a short sentence to start their own short book • students will be able to draw a picture that illustrates something about their sentence • students will be able to recognize and identify the role of the author(s) and illustrators 	<ul style="list-style-type: none"> • sentences will have basic structures and be related to their own story • picture will connect to the sentence • observation and discussion will be used to assess ability to identify and recognize the role of the author/illustrator • their cover page will have a title, author and illustrator listed • work will be assessed on a complete/incomplete basis

Prerequisite Concepts and Skills:

<p>Students need to be able to:</p> <ul style="list-style-type: none"> - sit relatively quietly while having a short book read aloud to the class. - raise their hands and wait to be called on to answer questions - write very short, uncomplicated sentence, possibly with assistance. - conceive of visual representations of aspects of story. - make basic drawings and colour them.

Indigenous Connections/ First Peoples Principles of Learning:

<p>Learning is embedded in memory, history, and story. This lesson has oral storytelling at the core of it's teaching and uses story to teach about the structure and features of stories and books.</p> <p>Learning involves patience and time. This lesson requires patience while listening in to a story, and to spend time creating their own story. It will stretch some learners patience and ability to persevere through a longer project, over a number of days.</p> <p>Learning requires exploration of one's identity. The story in this lesson uses the changing of roles and identities to explore the role of the author and their characters as well as the relationship between them. Students will then need to think about their own lives, families, homes, and communities when they plan their own book.</p>
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Universal Design for Learning (UDL):

This lesson is engages learners who are auditory through oral storytelling, and visual learners through the pictures in the book. The book that students create give learners the opportunity to apply the new concepts to their own creation. The learning goals will be posted on the board, along with the agenda, for learners that need to be preloaded. Learners who need assistance with writing sentences will have assistance available. Writing prompts and suggestions help all learners explore ideas.

Differentiate Instruction (DI):

Learners who are unable to write sentences can focus on keywords about their story. Students who need help with conceptualizing stories can be interviewed by teachers to generate ideas. Students also have a longer time frame to complete the larger unit project allowing them to take advantage of days when they are more focused and productive. This project is a good one to use for time filling for students who finish their other work quickly.

Materials and Resources

"Chester" by Melanie Watt
 Booklets made by teachers with a cover page, several blank pages with a drawing area and lined area for writing.
 Colouring and drawing implements.
 Teacher's example which we will work on at the same time as the students do through out the unit.
 Box to store booklets in between work periods.
 Folders for taking the final product home.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <ul style="list-style-type: none"> - Post the agenda and learning goals on the white board - Read aloud "Chester" to students sitting on the carpet. - Ask who is the author and illustrator at the beginning of the book - Ask questions about the change of author, the change of illustrator during the story - Ask the students if they would like to be the author of their own book - Show the students the mock up of the teacher's sample of the book, with title, author, illustrator - Open the book and show them the first blank page and explain that we will be writing a sentence and drawing a picture to start our books - Have students help the teacher to make their own first page on the white board with a sentence and drawing. <ul style="list-style-type: none"> o Ask students questions about what should be in the drawing that reflects the sentence. o Ask the students who the author and illustrator is of the teacher's book (check for understanding). 	<ul style="list-style-type: none"> - Students will sit on the carpet and listen to the story "Chester" is read aloud. - Students will be asked to put their hands up to answer questions about author and illustrator - Students will be asked to raise their hands to give suggestions about the teacher's example. 	20 mins

<p>Body:</p> <ul style="list-style-type: none"> - Have students return to their desk, hand out their blank booklets once in their seats - Prompt the students to start by thinking about what they would like to write about <ul style="list-style-type: none"> o Have a list of suggested ideas to put up on the board to prompt (seasons, hobby, sport, family, home, trip, event, etc.) - Show an example of teacher's work to the students and have handy to show students who are struggling. - Give 5 minute and 2 minute warning to preload students for putting their work away. - Suggest ideas to students, while walking around as students write and draw. - Reassure students that they will have the opportunity to work on their books later in the day and in the weeks to come. 	<ul style="list-style-type: none"> - Students will choose a story topic and write a sentence about it. Some students will need assistance in crafting a sentence. - Students will start a drawing to support their sentence. - Students will choose a title, and put their names as author and illustrator on the cover. 	20mins
<p>Closure:</p> <ul style="list-style-type: none"> - Ask students to read their sentences aloud (or read aloud for them), ask to show their drawings. - Collect the booklets for safe-keeping between work periods 	<ul style="list-style-type: none"> - Students will read their sentences out and hold their pictures up if they are comfortable sharing. - Student will hand in their booklets for safe-keeping 	5 mins

Organizational Strategies:

- use of a brain break to ensure that learners have had sufficient opportunity for movement to enable self-regulation, possibly between time on the carpet and moving back to desks
- use of clapping to gain student attention and save the teacher from straining their voice
- students will be asked to sit in "their spots" on the carpet area to listen to the story read by the teacher
- students will be asked to raise their hands to answer questions and keep everyone from talk over top of each other
- have fidget toys for learners who need to fidget while listening
- booklets will be handed out once we have gone through the example and right before they are to start on theirs

Proactive, Positive Classroom Learning Environment Strategies:

- expectations will be made clear: we are quiet when others are speaking so everyone can hear, we raise our hands to answer questions, we wait to be asked to move on to the next task, we listen to our friends when they are talking, we take the time to enjoy and appreciate the work of our friends because everyone has interesting things to contribute
- students are in desk groups that minimize opportunities for easily distracted students to be pulled off task

- students have their own assigned spots on the carpet to help ensure distractions are minimized
- brain breaks and moving around the classroom help those who need variety and movement
- reading aloud from teacher will be with expression and enthusiasm to engage learners

Extensions:

This lesson is part of a larger ELA project where students are read several books over 4 weeks and complete their own books. This explores some of the core themes in literature and language, including the structure and features of a book, writing, connecting illustration to writing, and exploring how stories can be fun and joyful. This unit could also be easily adapted to any grade-level by increasing the length and complexity of the story and book that students produce. It also can easily be tweaked to include the “Daily Five” tasks for all literacy learners. This lesson could also be adapted to be a single stand-alone lesson where students complete a single page with a sentence and drawing.

Reflections (if necessary, continue on separate sheet):