# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | Connection Between Text and Thought, Drawing Activity -*Boo!* | **Lesson #** | 1 | **Date:** | **10/12/20** |
| Name: | Chloe Paterson  | Subject: | English Language Arts (ELA) | Grade(s): | 1 |

Rationale:

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| Students need to learn how to connect a characters in books to real life scenarios. This is why this activity is important, as it allows for students to see characters, making them relate to the life events going on outside of the book. It is also important for the students to see how the text relates to thought, and how it makes them understand and connect too what the class is reading together, and keep them interested and engaged.  |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| Communicating:* their understanding and connection of what is going on in the picture book, to real life events

Collaborating: * sharing their costume or character and the process of how they are registering this information by sharing their drawings with other students
 | It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding* by recognizing the details of the picture book to their own understanding and connection to themselves through their drawings
 | The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. * Students will be choosing costumes or characters they are interested in and this allows the students to make their own independent choices
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Big Ideas (Understand)

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| * Stories and other texts can be shared through pictures and words.
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Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * Use sources of information and prior knowledge using personal stories and experiences
* Use developmentally appropriate reading, listening, and viewing strategies
* Engage actively as listeners, viewers, and readers
 | * elements of story

-setting, character, events* metacognitive strategies

-talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * SWBAT identify and choose characters and costume that reflect the book individually
 | * At the end of the lesson, each students will have completed drawing of the characters or costume from the book and to see that it relates to the Halloween book or topic
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Prerequisite Concepts and Skills:

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| * **Basic reading, listening, and drawing comprehension skills**
* **Sit and listen to instructions attentively**
* **Sit and draw quietly and individually**
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Indigenous Connections/ First Peoples Principles of Learning:

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| * Learning is embedded in memory, history, and story.
* Recognizing the connection between the book and the picture drawn and understanding the meaning of what is spoken, and relating it back to learning through the text and understating its meaning. This is important for Indigenous connection as it will show that there is meaning and connection from learning from texts, and being able to use in real life activities and future prior knowledge.
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Universal Design for Learning (UDL):

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| Auditory: * Talking through the process and discussing the pictures and book, process of choosing scary Halloween costumes and discussing what will be done in the activity.

Visual: * Seeing the pictures from the picture book, seeing the other students drawings and how they related to the story and costume, and characters.

Kinesthetic: * Incorporating movement from moving to carpet to desk, to front of class to explain individual drawing, and handing in activity
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Differentiate Instruction (DI):

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| * Making this more user friendly for students who do not participate in Halloween, due to religious purposes or personal preferences, being able to draw characters, rather than a costume that the student may wear or hope to wear, so the individual student does not feel uncomfortable, or struggle to participate in the activity.
* Students needing extra support will have teachers eye on them for help or guidance
* If students have CEA in classroom at time of activity, the instructions with be explained to student and CEA so everyone is on the same page and understands the expectations of assignments
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Materials and Resources

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| * *Boo!* By Robert Munsch
* 20 copies of sheet to draw Halloween picture
* Felts, crayons, pencil crayons
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Lesson Activities:

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| Teacher Activities | Student Activities | Time30 Minutes |
| Introduction (anticipatory set – “HOOK”):**The Scariest Halloween Costume:*** students gather and sit on the carpet in the classroom in rows
* Teacher sits on chair at front of classroom and asks “What are some scary costumes that people wear for Halloween?”
* Teacher allows student to raise hands and asks students individually what they find to be scary costumes on Halloween
* Pull out the book Boo! By Robert Munsch, and read to class.
 | **The Scariest Halloween Costume:*** Students will participate in thinking of scariest Halloween costumes, and express their own ideas
* Students will be engaged by the reading of the fun story *Boo!*
 | 10 Minutes |
| Body:**Drawing a Costume*** Explain to class the instructions of drawing a character or costume that relates to the novel
* Give handout monitors the sheet to pass to the class as they move to their desks
* Encourage children to get started on their drawings, allowing them to draw a scary costume, nice costume, no costume if they choose not to dress up, or one that they think would get the most candy, or even somebody from the story (sister, dad, police officer)
* Walk around and encourage them to add more colors’, or more detail
 | **Drawing a Costume*** Brainstorm a character or costume that is fitting for this story
* The designated handout monitors of the week will pass out the papers.
* Start drawing the idea that they brainstormed, using lots of colors’ and details
* Receive positive affirmation from the teacher on how great the students are doing!
 | 15 Minutes |
| Closure:**Collection of Halloween Drawings*** When the students have finished the drawings, give a couple of them the option to show their picture to the class, and discuss what they drew in the picture.
* Wrap up the activity by getting the students to put drawings on the teachers table,
* Encourage them to clean up their desks of any markers, pencils, crayons or stray pieces of papers
 | **Collection of Halloween Drawings*** Students now participate (if willing and asked by teacher) to show drawing to the class and explain what they drew.
* Students will hand in activity to designated hand in spot
* Students will engage in cleaning up the pencils, crayons or stray pieces of papers
 | 5 Minutes |

Organizational Strategies:

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| * Book ready by teachers side
* Papers ready to be handed out by designated hand out monitors, model expectations by an image to what Teacher has drawn so the children see an example for what is expected.
* Modelling choosing a costume and a character for the students to see examples of both
* Markers, crayons, pencil crayons are in bags at students desk
* Keep calm, and collected teacher voice while the students are choosing what they would like to draw, and what to use to draw it
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Proactive, Positive Classroom Learning Environment Strategies:

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| * Talk about how everyone’s drawing skills may be at different places, so do not get discouraged by others peoples ideas or drawings, make sure your drawing is a good fit for what you want to do, set expectations according to yourself, not to other people’s drawings or ideas
* Having positive affirmations, and a positive environment for the students to have a clear mind and be able to work individually and productively
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Extensions:

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| * The class continues to choose drawings that represent your understanding of the book, and how you choose to show this though your drawing the costume or character
* Bring this practice to relating this activity to each text, taking information from book and putting it into drawings, or your own words
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Reflections (if necessary, continue on separate sheet):

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| As I was not able to get reflections from practicing this lesson plan to students, I will reflect on the process of creating this lesson plan. Starting off, I struggled to find an idea for a lesson, but once I chose the book (One of my childhood favorites), it seemed to come more easily, and the lesson plan seemed to make more sense as I moved forward. Overall, I think this lesson plan will be a fun, engaging activity for the students and encourage them to get brainstorming and be creative. I hope that the students will also learn to connect while doing the plan, and that the lesson will not go over the time frame of a short 30 minutes!  |