# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | *Holes~* Making Prediction and Connecting Thought | **Lesson #** | 1 | **Date:** | **Oct 23rd. 2020** |
| Name: | Chloe Paterson | Subject: | ELA | Grade(s): | 5 |

Rationale:

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| In this lesson plan students make connection between the description of the book and the cover page to make predictions on what they think will happen in this novel. This is important because it allows students to make deeper connections to what they will be leaning in the text and will be able to explore prior knowledge, that will help them make the predictions. |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| Communication   * 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.   Collaboration   * Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals | It is through their competency as thinkers that students take subject-specific concepts and content and transform them into new understanding. Thinking competence requires specific thinking skills as well as habits of mind and metacognitive awareness   * Students will use their predictions as a way of looking at the text while reading more in-depth, and see if there connections were right | The set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society   * Students can use prior knowledge of text to connect to the text and make thought provoking predictions, which they can share with other classmates |

Big Ideas (Understand)

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| * Language and text can be a source of creativity and joy. * Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. * Texts can be understood from different perspectives. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * Access information and ideas from a variety of sources and from prior knowledge * Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text * Respond to text in personal and creative ways | Story/text   * perspective/point of view   Strategies and processes   * metacognitive strategies * writing processes * reading strategies |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * SWBAT identify prediction based on information given, and reflect on prior knowledge. | * At the end of this activity, each student will have completed a drawing and 5 predictions to the text. |

Prerequisite Concepts and Skills:

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| * An understanding of how to do predictions on texts * Basic understanding of connection text to prior knowledge * Be able to do work individually and in partners * Sit ad listen to instructions provided by teacher |

Indigenous Connections/ First Peoples Principles of Learning:

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| * Learning is embedded in memory, history, and story. * Recognizing the connection between text and prior knowledge and understanding the meaning of what information id given, and being able to relate to the predictions and drawings of this novel |

Universal Design for Learning (UDL):

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| **Auditory:**   * Talking through the process and discussing the cover page, and description of the novel, process of choosing what prediction the student think relates to the novel, and discussing what will be done for this activity   **Visual:**   * Seeing the cover page, and see other students drawings on prediction when they are working with one another   **Kinesthetic:**   * Incorporating movement in the activity by getting students to move to their desks, move to partners, and handing in their activity |

Differentiate Instruction (DI):

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| * If there is a CEA in classroom at time of activity, the instruction is well explained to student and the CEA so everyone is on the same page and understands the expectations of the activity * Students needing extra support will have teachers eye on them for help or guidance * Making this more user friendly by allowing students that are having a difficult time to draw all of their predictions rather than having to right and draw, or allow the students to just write, if they are having a harder time with doing both the activities |

Materials and Resources

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| * Pre-read of the description for the book *Holes* * 20 copies of the activity on Prediction printout * Pencils, pencil crayons, felts |

Lesson Activities:

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| Teacher Activities | Student Activities | Time:  30 Minutes |
| Introduction (anticipatory set – “HOOK”):  **Stuck in a Hole:**   * Ask students to sit quietly at their desk, waiting for instruction on the activity. * Wait patiently until you have all the students eyes and ears on you. * Open discussion by introducing the students to the book “Holes” * Ask students if anyone has any ideas on what the story will be about * Read what the back of the book to students * Allow a few students to give predictions based on what they have heard from the back of the book * Pull out prediction form and explain that students must make predictions based on the book title, and add elements that they may think the book will consist of. * Students must make a minimum of 5 Predictions, and a drawing that relates to one predictions | **Stuck in a Hole:**   * Students will sit quietly at their desk * Focus all attention onto teachers instruction * A few students will give examples for predictions on the book after they have heard the description * Listen to instructions for the activity related to book. * Ask any questions, or for clarifications if needed. | **10 Minutes** |
| Body:  **Getting out of the Hole**   * Ask students to work individually to make predictions and their drawing * Wander around students to help them brainstorm ideas * Encourage them, and give positive affirmations on the work they are doing * See if there is a consistent answers amongst the students * When children are finished, ask them to raise their hand, and they will be paired with another student who is also finished * Encourage them to share their prediction, see if there is anything similar between the two. * When everyone has finished and discussed their predictions with their partner, gather everyone’s attention and ask them to go back to their desks | **Getting out of the Hole**   * Students will sit at their desk and work on their prediction form * Receive help or encouragement from teacher, if needed * Finish their predictions, and add as much detail to picture as possible (coloring in if there is time) * Inform teacher when they are finished, by raising their hand * Chat with assigned group member and see if there are any similarities, or differences * When time is up go back to desk | **15 Minutes** |
| Closure:  **Out of the Hole**   * The teacher will ask the students if they would like some of their own predictions, predictions discussed in the group, or what their group discussed about the novel * Teacher will let students speak individually about predictions, and allow students to show their picture * Wrap up the assignment by making sure all students names are on their work sheet, and tell the students to put the sheet in a neat pile on the designated activity desk | **Out of the Hole**   * Students will wait until they are chosen to share their predictions * Students will show their picture when chosen * Students will hand in their activity in a neat pile at designated hand in spot | **5 Minutes** |

Organizational Strategies:

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| * Book reading by teachers side * Sheets I neat pile to be distributed to each student * Modeling by allowing other students to give predictions, but also giving an example of Tc own prediction * Keep a calm and collected teachers voice will explaining the activity, and * Teacher will have written lesson plan ready to use and teach * Will follow rules established by teacher if you are a TC |

Proactive, Positive Classroom Learning Environment Strategies:

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| * Talk about the good listening and attention everyone is giving to the teacher * Talk about everyone’s drawing skills, good predictions, and making sure that the teacher acknowledges the good predictions that were do individually, and as a partner activity |

Extensions:

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| * The class continues to make predictions are the reading of the novel progresses, and how to make predictions based on what you have learned from the information given by the novel * Bring this activity to relating to each text read, taking information from the book and putting into you own predictions and drawings. |

Reflections (if necessary, continue on separate sheet):

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| As I was not able to use this lesson in an actual classroom, I will reflect on what the process on creating this lesson plan was like. First starting out, I found this plan to be tough to find a topic that would relate to a grade 5 ELA class, but once I figured out a stream I wanted to follow, it got easier. I made this plan, so it will be able to use at the beginning of the book, during and after. I would just have to change the prediction to what was happening during the book, and if your predictions were right before the book started. |