

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

Lesson Title: _____ Collecting Words Lesson # _____ 1 Date: _____ October 10th
 Name: _____ Gillian Dalglish Subject: _____ ELA Grade(s): _____ 6/7

Rationale:

The lesson will encourage students to find words that interest them, write them down, and then create sentences with the words they have found. This will promote the skill of building more complex sentences and using descriptive words.

Core Competencies: <https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core>

Communication	Thinking	Personal & Social
Students will engage in acquiring and presenting information. Students communicate by receiving and presenting information.	Students will engage in creative thinking, generating ideas. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas.	Students will build social awareness and responsibility, contributing to the community and caring for the environment.

Big Ideas (Understand)

Language and text can be a source of creativity and joy. Developing our understanding of how language works allows us to use it purposefully.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Understand how literary elements, techniques, and devices enhance and shape meaning. 	<ul style="list-style-type: none"> Students are expected to know basic sentence structure and grammar

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to choose words while reading that they want to use in a new sentence. Students will be able to create a couple of sentences and include the words they have found that interest them. 	<ul style="list-style-type: none"> Formative assessment to see if students are creating sentences that are descriptive and logical. The product is the sentences created, observation is the students reaction to the lesson and working with language. Conversation could be between their peers sharing the words they found and sentences created. Assessing listening skills, to see if students comprehend the lesson.

Prerequisite Concepts and Skills:

Students are able to read picture books to find words to use for their sentences.
Students are able to write simple sentences.

Indigenous Connections/ First Peoples Principles of Learning:
<https://www.fnesc.ca/first-peoples-principles-of-learning/>

The principle of learning involves patience and time because students will be listening to a story, finding their own words in books and then creating their own sentences using these words.

Universal Design for Learning (UDL):

This lesson is designed to engage creative thinking and the use of descriptive words in new sentences. The teacher will explain what a descriptive word is and how it can be used. The teacher will read the story slowly and clearly to ensure the students understand the story.

Differentiate Instruction (DI):

This lesson could be adapted for students by assisting the students to identify the descriptive words. They could find a reduced amount of words and sentences. Another way to assist would be to read the stories to the students instead of them having to find the word themselves.

Materials and Resources

Picture book (The word collector)
Picture books for the students to collect their words from.
pencils/writing utensils
paper

Lesson Activities:

Teacher Activities	Student Activities	Time
<ul style="list-style-type: none">• Introduction- Hook-ask question, do you have any collections or collect anything?• Teacher will introduce descriptive words to the class.• Teacher will read "the word collector" story to the students• Teacher will introduce assignment	<ul style="list-style-type: none">• Students will listen while the teacher explains	10 minutes
body <ul style="list-style-type: none">• Teacher will be circulating the room, checking in with student progress.• Teacher will direct students to enter a "think pair share" with their neighbor to compare what they have. This will allow them to gain knowledge from their peers. This will also add a social aspect to the lesson.	<ul style="list-style-type: none">• Students will flip through picture books and find descriptive words that they like. They will write 5-10 words down. After the words have been chosen the students will create 2 descriptive sentences using at least 2 of the chosen words in each sentence.	10-12 minutes

<ul style="list-style-type: none"> • Closure- Sharing and Review Sentences created. • Teacher will gather students back into one group and review the activity. • This will provide a chance for willing students to share their examples to the class. • Teacher will then give a brief description of what the next day will look like and wrap up the lesson 	<ul style="list-style-type: none"> • Students will direct their attention to the front of the class. • Students who are willing will share one or two of their examples. • This will give an opportunity for the others to gain insight from their classmates. 	8-10 minutes
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Organizational Strategies:

- The echo clap.
- The picture books will be handed out after the story has been read.
- The desks will be arranged in pairs to ensure reduced distraction.

Proactive, Positive Classroom Learning Environment Strategies:

- The teacher will circulate around the room as students pick out their words and write sentences.
- The teacher will verbally encourage the students, ask if they need assistance or help them stay on track.
- The teacher will ask questions to promote inquiry and understanding of the topic.

Extensions:

To extend this lesson the students could write paragraphs from these words and turn them into a story. The lesson could be extended to a specific topic or based on a fable.

Reflections (if necessary, continue on separate sheet):