

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

Lesson Title: "Please Try to Remember the 1st of October" Writing Assignment Lesson # 2 Date: October 21st
 Name: Gillian Dalglish Subject: ELA Grade(s): 6/7

Lesson time: 35-40 minutes

Rationale:

This lesson will prompt students to think about what they would wish for if any of their wishes came true. After listening to the story by Dr Seuss "Please Try to Remember the 1st of October" they will write out a list of their wishes and then compose a paragraph about what they would do if their wish came true. The purpose of this lesson is to promote imagination, creative thinking, and creative writing while allowing them to reflect about their own identity and wishes.

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

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> This lesson will allow students to connect and engage with others in informal conversations. This will allow diverse perspectives to help build and sustain relationships around them. This lesson will allow students to acquire and present information, and inquire about what interests them. 	<ul style="list-style-type: none"> This lesson will allow creating and innovative thinking. While making a list and writing a paragraph students will be able to think creatively. This can also promote self expression and reflection. Students will generate creative ideas through the lesson prompts and reflection. 	<ul style="list-style-type: none"> Through positive personal and cultural identity students will be able to recognize personal values and choices. This lesson will allow students to think about what they value. They can understand that what they value has been influenced by their life choices.

Big Ideas (Understand)

- Students will be able to understand that language and text can be a source of creativity and joy
- Students will be able to understand that exploring stories and texts helps understand ourselves and make connections to others and the world.

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

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Students are expected to think creatively to explore ideas within, beyond and, between text. Respond to text in personal, creative, and critical ways. Construct meaningful personal connection between self, text and world. 	<ul style="list-style-type: none"> Students will be expected to know basic paragraphing and basic sentence structure and grammar. Students will know language conventions such as capitalization and punctuation. Students will know features of oral language while listening to the teacher

<ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking. • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Transform ideas and information to create original texts 	read the story and when they share their work.
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to inquire about what they would wish for if their wishes came true. • Think critically about what they would do if a couple of their wishes came true and create a paragraph supporting their thinking. • Students will be able to select ideas from a list they create to then write a paragraph about those select ideas. 	<ul style="list-style-type: none"> • The assessment would be through the creation of a list and a paragraph about it. (5-10 words on the list and 5 sentences in the paragraph) • This can be further assessed by the discussion with the class at the end of the lesson. • The assessment will be as learning throughout the steps of the lesson.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Students are able to consider their wishes that they would like for themselves. • Students have basic understanding of a paragraph structure, including basic grammar and punctuation. • Students are able to listen to a story and follow directions about the assignment.

Indigenous Connections/ First Peoples Principles of Learning:

<https://firstpeoplesprinciplesoflearning.wordpress.com/learning-requires-exploration-of-ones-identity/>

<ul style="list-style-type: none"> • This lesson connects to learning and requires the exploration of one's own identity. Identity is what connects people to each other, community and the land. In this lesson the students will be thinking about their own identity and wants, and what they would do if their wishes came true. This lesson will allow them to reflect within themselves and think about what they want.
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Universal Design for Learning (UDL):

<ul style="list-style-type: none"> • When the story is being read to the students the teacher will be circulating the class to ensure all students can hear and see the pictures. • The teacher will speak clearly and at a good volume to ensure that the students can hear and comprehend the lesson. • The teacher will ask questions along the way to ensure students' understanding.
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Differentiate Instruction (DI):

<ul style="list-style-type: none"> • If a student has difficulty writing, the teacher could help scribe with the student. • If a student needs assistance they can work collaboratively with their desk buddy and the teacher can also assist when possible.
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Materials and Resources

- Dr Seuss Book - "Please Try to Remember the 1st of October!"
- Writing utensils (Pencils, eraser)
- Receipt Paper (to write what they wish for on the 1st of October)
- lined paper to write paragraph about the lists

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"): What is the 1st of October? Is this a real month?</p> <ul style="list-style-type: none"> • Teacher will ask students what they think the book will be about, if they think October is a real month. 	<ul style="list-style-type: none"> • Students will be seated at their desks, listening attentively to the intro and the lesson introduction. 	<p>Hook and intro 3 minutes</p>
<p>Body:</p> <ul style="list-style-type: none"> • Teacher will circulate around the room and read the story to the students. • Teacher will pause throughout the story to ask prompts about the book. • When the book is finished the teacher will begin to ask students what they would wish for on the 1st of October. <u>"Imagine tomorrow is the 1st of October and you can write a list. what would you ask for?"</u> • Teacher will introduce the assignment, explain that they will receive their own lists. Receipt paper will be handed out so the students can begin writing their own lists. (recommend 5-10 wishes) • Teacher will write a prompt on the board for their paragraphs <u>"Choose your #1 wish to come true. what would you do?"</u> • Teacher will ensure understanding before they begin writing. • After the students make their lists they will write a paragraph about their top wish. • The teacher will be circulating the room and assisting students as they are making their lists. • Teacher will be verbally encouraging the students and enthusiastically prompting them if they need to. 	<ul style="list-style-type: none"> • Students have the chance to answer the questions asked by the teacher about the book. • Students will get out their pencils and begin to work on the assignment after the story has been read and instructions have been given. • Students will be writing their lists about what they would wish for on the first of October • Students will write a paragraph about that they would do if their wish came true on the 1st of October. 	<p>Reading the story to the students 8 min</p> <p>Writing list and Paragraph 15 minutes</p>

<p>Closure:</p> <ul style="list-style-type: none"> • The teacher will ask the students to share what they wished for and what they would do if their wishes came true. • Teacher will ask questions to facilitate a closing discussion, if October were a real holiday would you celebrate it? 	<ul style="list-style-type: none"> • The students will be given a chance to share what they would wish for and what they would do if it came true • Students will engage in a closing discussion 	<p>To share with the class 5-8minutes</p>
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Organizational Strategies:

- Echo Clap
- 1,2,3 eyes on me
- Having the students at their desks in pairs
- Have the prepared lists cut out for the students in advance.

Proactive, Positive Classroom Learning Environment Strategies:

- The teacher will be circulating the room answering questions and assisting the students when needed.
- The teacher will be verbally encouraging the students about their thinking and work.

Extensions:

- An extension of this lesson is the students could expand on their paragraphs and write a story about the lesson.
- This would be turned into a further lesson where the students would be prompted to be asked about the outcomes of their wishes in the real world.

Reflections (if necessary, continue on separate sheet):

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