

Bachelor of Education (Elementary) Lesson Plan

Lesson Title: The Panda Problem Lesson # 2 Date: Nov 1
 Name: Katy Ackerman Subject: ELA Grade(s): 1/2

Rationale:

After the focus on character in the first lesson, Students will continue to be introduced to elements of a story. In this lesson the learning of characters will be continued, as well as setting and events. These are all important elements of a story that will help students to comprehend and connect to make meaning to ultimately facilitate their creation and communication.

Core Competencies:

Communication	Thinking	Personal & Social
Will engage in conversation about the panda in which they will listen, contribute, develop understanding and relationships to learn the elements of a story the help them to connect and engage with others. -Students will develop shared understanding of stories in the pursuit of moving their literacy skills forward	-when reading through the story students will learn to analyze and make judgements about characters, setting and events. -students will question and investigate elements of a story and connect them to personal meaning to promote extensive thought and reflection. -Students will think critically to develop ideas to put them down on paper to foster creating and innovating.	-Students can be personally aware and value themselves, their relationships, and their ideas. -They will see that learning involves patience and time completing a piece of their personal story each lesson.

Big Ideas (Understand)

Language and story can be a source of creativity and joy.
 Stories can be shared through pictures and words.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Students Take their prior knowledge of character to make meaning of the elements of the story • Students will use developmentally appropriate reading, listening, and viewing strategies to make meaning of characters, setting, and events. 	<ul style="list-style-type: none"> • Elements of a story: Setting, character, events • Vocabulary to talk about texts: Book, page, author, title, illustrator, picture • Concepts of print: the association of letters and sounds, left to right, use of spaces and symbols

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to identify vocabulary of a text Students will be able to produce elements of a story. 	<ul style="list-style-type: none"> As learning: Students will start their own book writing a title, author, and illustrator Students will start their personal book including elements of a story.

Prerequisite Concepts and Skills:

Students will be able to listen to the story reader without disrupting the class.
Students need to be able to write simple sentences.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story
Learning involves patience and time

- Students will take their learning, after participating in the reading and discussions, and create their own personal meaningful book/story.

Universal Design for Learning (UDL):

The book will be read on a smart board so print and pictures will be visible to all, and students will sit at their pre-assigned stops to maximize learning.
A paper copy will be available

Differentiate Instruction (DI):

Students will have opportunity to create their own book and thus accomplish what is possible for them individually,
After lesson in morning and teachers circulating and checking in on students, the lesson will be able to be directed to support where students need support.

Materials and Resources

-Smart board and access to [Kids Books Read Aloud: The Panda Problem | First Grade Writing Workshop | Writing Fiction for Kids - YouTube](#) if I have hard copy as well to show author/illustrator if no hard copy then: [🐼 The Panda Problem](#) [📖 Read aloud books 📖 for preschool, kindergarten 📖 & toddlers@ aurelianakidsstories - YouTube](#) just have to skip past subscribe

-Students own personal story page book, started earlier in the day.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>After students finish their lunches, they will be asked to come grab their seat on the carpet, reminded to be a good distance from friends. Thank friends who come calm and quiet to find their spot and are seated nicely. Explain expectations; not touching friends, using good listening ears which means no talking and disrupting.</p> <p>Explain the waterfall attention grabbing technique</p>	<p>-students quietly find spot on carpet and when prompted, raise hand and contribute to discussion.</p>	<p>10 mins</p>

<p>Introduction (anticipatory set – “HOOK”): Welcome, we are going to continue our learning about stories. “Raising your hands, can you tell me any elements of a story?”</p> <p>There are characters that stuff or events happens to and these events happens somewhere, someplace... we call this a setting.</p>		
<p>Body: (Motioning hands up), has anyone been caught in a storm? Ok lots of friends, hands up can anyone tell me where you were going and what happened to get unstuck?</p> <p>Write on board character, setting, problem, solution. So we have a character (friend who told story), a problem (got stuck), event continued (steps to get unstuck), and solution (they got to continue).</p> <p>put on The Panda Problem on the smart board and mute it to read out loud to class. Start by introducing author and illustrator.</p> <p>Stop at points to reiterate character and problem and setting/events.</p> <p>Recap story, character, setting, problem and Slow-release students to return to desks.</p>	<p>-students engage and connect to learning with personal stories.</p> <p>Students are actively listening to story</p> <p>When story paused and prompted students engage verbally</p> <p>Students return to seats</p>	15 mins
<p>Closure: Explain the parts of the book we just read again. Then distribute their book they started so they can continue to work on it. Collecting them when complete for safe keeping.</p>	<p>Students will work on their book writing the author/illustrator and draw character (if not completed from the morning) and continue or start next page to go into events and setting and hand in when time is up</p>	10 mins

Organizational Strategies:

<p>Kids will be asked by name to slowly move to carpet after finished lunch and will be sent 5 at a time to return to desks. If disruptions occur, waterfall attention grabbing will occur. Student helpers or other teachers will help to pass out personal book pads.</p>

Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> -Students will have opportunities to engage and make personal connections -Book will be read out loud and on a large screen with students on carpet in front. -teacher will verbally acknowledge and thank students who are on task and will verbally address students who continue to distract others or use hand clapping to grab attention. -behavior expectations will be made clear -Teacher will walk around and offer positive encouragement and praise, engaging with students to see what events they are adding to their story.

Extensions:

This activity will be extended into 4 other lessons and possibly more to add to their own book and students can deepen their understanding of elements of a story by adding more details.

Reflections (if necessary, continue on separate sheet):

As it was day after Halloween, I modified the connection story of getting stuck to trick or treating "what happened last night" and it showed kids that stories have a problem (no candy) but that problem doesn't always have to be bad. I did a review of the "events" that the panda experienced which I feel helped them to make a deeper connection that was witnessed as they were all engaged during the talk and demonstrated creativity when applying knowledge and creating own personal story.