

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

Lesson Title: "I was Super Excited/Happy"- Elijah's Super Halloween Lesson # 1 Date: Oct 16, 2023
 Name: Adriana Barranco Subject: English/Language/Arts Grade(s): K-1

Rationale:

This lesson is important because students will be able to share their experiences and thoughts through the reading, which creates personal connections and interest in literacy.

Core Competencies:

Communication	Thinking	Personal & Social
Communicating: <ul style="list-style-type: none"> In a safe and supported environment, I respond meaningfully to communication from peers and adults. 	Critical Thinking and Reflective Thinking: <ul style="list-style-type: none"> I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. 	Personal Awareness & Responsibility: <ul style="list-style-type: none"> I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.

Big Ideas (Understand)

Through listening and speaking, we connect with others and share our world.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Use developmentally appropriate reading, listening, and viewing strategies that include distinguishing drawing from writing, asking questions to construct and clarify meaning, using active listening, predicting, making connections to self. Exchange ideas and perspectives by taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion. 	<ul style="list-style-type: none"> Students are expected to know metacognitive strategies such as talking and thinking about learning (e.g., through reflecting, questioning) to develop awareness of self as a reader. Students are expected to know oral language strategies such as asking questions related to the topic; making personal connections; making relevant contributions to discussion.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students are meant to think about a time they were happy/excited. Then, they are encouraged to share their memory if they want. Draw a picture of their memory to deepen their connection. 	<ul style="list-style-type: none"> Students' drawing shows an understanding of excitement/happiness (Complete/Incomplete) Students' participation is evaluated by their engagement in the activity, paying

<ul style="list-style-type: none"> • If a student finish early, they can do a drawing of their next Halloween costume, and then go into the little library in the classroom and read a book once they are completely done. • Circulate and check student’s work. 		
<p>Closure:</p> <ul style="list-style-type: none"> • Once the timer has rang, ask teacher helper or a new student to collect the worksheets. Tell students that if they could not finish, they can later on in the day or at home. • Tell students to clean up their station and to put all coloring tools back to their designated place. • Ask in front of the class if any student would like to show their drawing and share their memory. Ask students to applaud all classmates that decided to share because it is scary to speak in front of people. • Review the connections students made between the story and their own memories. 	<ul style="list-style-type: none"> • Students will clean up and put materials away. • Will share their story and drawing in front of the class if they like. • Be respectful to classmates when they share their story/drawing. Listen attentively and be engaged. 	7 min

Organizational Strategies:

<ul style="list-style-type: none"> • Students will engage in a brain break before hearing the story. • Have a student helper that will distribute the worksheets after the story. • Call their attention with a chime to calmly explain the activity. • Once students hear the indications, they can start working on it for 10-12 minutes until a timer goes off. If they have not finished, the teacher can give them more time to do so later on in the day or they can take it home.
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Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • Encourage students to sit quietly and to pay attention to the lesson. • Ask students to raise their hand and speak only when they have been selected, in order to not interrupt or disrupt other classmates. • Provide constant encouragement and feedback as the students work to motivate them. • Teacher must read the story in an engaging and fun way to peak the students’ interest.

Extensions:

<ul style="list-style-type: none"> • This lesson can be extended to discuss the weather in Nunavut as depicted in the book (cold winters, polar bear sightings, snow). Furthermore, the book is centered around Halloween so we could have students draw their own Halloween costume and tell the class something that scares them to continue the connection activity.
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Reflections (if necessary, continue on separate sheet):

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