

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

| Lesson | "I was Super Excited/Happy"- | Lesson | | | |
|--------|------------------------------|----------|-----------------------|-----------|--------------|
| Title: | Elijah's Super Halloween | # | 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: | Critical Thinking and Reflective | Personal Awareness & | |
| In a safe and | Thinking: | Responsibility: | |
| supported | I can ask questions | I can recognize my | |
| environment, I respond | and consider | strengths and take | |
| meaningfully to | options. I can use | responsibility for | |
| communication from | my observations, | using strategies to | |
| peers and adults. | experience, and | focus, manage | |
| | imagination to draw | stress, and | |
| | conclusions and | accomplish my | |
| | make judgments. | 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 Use developmentally appropriate reading, Students are expected to know listening, and viewing strategies that metacognitive strategies such as talking include distinguishing drawing from and thinking about learning (e.g., through writing, asking questions to construct and reflecting, questioning) to develop clarify meaning, using active listening, awareness of self as a reader. predicting, making connections to self. Students are expected to know oral Exchange ideas and perspectives by taking language strategies such as asking turns in offering ideas related to the topic questions related to the topic; making at hand, focusing on the speaker without personal connections; making relevant interrupting, and generally contributing to contributions to discussion. the discussion.

Instructional Objectives & Assessment

| Instructional Objectives (students will be able to) | Assessment | |
|---|--|--|
| 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. | Students' drawing shows an understanding of excitement/happiness (Complete/Incomplete) Students' participation is evaluated by their engagement in the activity, paying | |

| attention to the story, asking questions, | |
|---|--|
| etc. | |

Prerequisite Concepts and Skills:

- Students are able to listen quietly to the story and pay attention.
- Students are able to draw their memory while making connections to the story and the prompt.

Indigenous Connections/ First Peoples Principles of Learning:

 "Learning is embedded in memory, history, and story" This lesson incorporates oral storytelling, language and the life of an Indigenous family celebrating Halloween in Nunavut. This lesson not only connects the personal memories of the students to the story, but also allows students to know more about Indigenous people and their culture in a very simple, subtle way.

Universal Design for Learning (UDL):

• The lesson is made for auditory, visual, and kinesthetic learners (hearing the book out loud, seeing the picture book, drawing, etc.) so that all students can thrive in the lesson regardless of their preferred method of learning.

Differentiate Instruction (DI):

- The lesson could be adapted for students that require a re-read of the story or an audio reading for better retention of the content.
- The lesson is made so that students that are scared or shy to speak up do not need to share and will be evaluated based on their interest in the story, their drawing, and ability to pay attention instead.
- Students with fine motor skill issues can ask for assistance when it comes to the drawing or they can orally tell their memory to the teacher.

Materials and Resources

- Eljah's Super Halloween by Heather Main
- "I was Super Excited and Happy" Worksheet
- Pencil and eraser
- Coloring Pencils/Crayons/Markers

Lesson Activities:

| Teacher Activities | Student Activities | Time |
|---|--|-------|
| Teacher will: | Students will: | 2 min |
| Open the lesson with a brain break activity. One student will pick a card out of the brain break book and the teacher will lead the breathing exercise. Students will breathe in and out a few times. After the brain break is done, students will sit down in the carpet forming a circle. Introduction (anticipatory set - "HOOK"): Share something exciting that happened on the weekend. | Will do the breathing exercise with the teacher in order to release energy before starting the lesson. Students will finish the breathing exercise to then sit down in the carpet forming a circle. | 5 min |

Once in the circle, quietly draw the attention of the students to the book Students will sit in a circle quickly and quietly. (use chime if necessary). Learn the meaning of the word Praise students for sitting down quickly exciting. and efficiently. Define the words exciting and fun to students so that they know exactly what it means. Body: Introduce and connect Elijah's Super Halloween by Heather Main Prepare to read the book "Elijah's Super 2 min Students will agree to listen and Halloween" by Heather Main to the pay attention without disrupting students. Tell the students that the little others boy in the book, Elijah, also has an exciting and happy story that he wants to share to the class if everybody listens very attentively and quietly. Explain to the students why the book is in two languages/connect the story to Indiaenous culture. Read book Elijah's Super Halloween by Heather 10 min Main Very clearly and in an engaging way, Students will listen to the story read the book to the students. Make quietly and will pay attention. sure to pause and point out certain They can answer a question if words and pictures to the students as a the teacher selects them during way to assess their engagement. the explanation of words or pictures in the book. Activity Explanation 5 min After reading the story, tell the students of a time you were really excited and happy in order to connect yourself to the story. Listen attentively to the teacher's After the teacher is done sharing, tell memory and then to the indications of the assignment. the class that they are going to draw their memory/story into a worksheet just like Elijah does at the end of the book and that the teacher will collect them for later. Tell the class that all of their stories are important and that they carry memories and history just like Elijah's. **Drawing and Connecting Time** Get students to return to their seats and 12 min have a student helper distribute the worksheets. Instruct them to draw their memory of a happy/exciting time. • Will work independently on their Tell students the teacher and teacher drawing and words about a candidates will go around the class happy/exciting memory. helping students if they need help. Ask Can work on their Halloween students to work independently and costume drawing if they finish quietly. their worksheet early.

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. Closure: Once the timer has rang, ask teacher • Students will clean up and put helper or a new student to collect the materials away. 7 min worksheets. Tell students that if they Will share their story and could not finish, they can later on in the drawing in front of the class if day or at home. they like. Tell students to clean up their station • Be respectful to classmates and to put all coloring tools back to when they share their their designated place. story/drawing. Listen attentively Ask in front of the class if any student and be engaged. 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

Organizational Strategies:

memories.

- 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.

Proactive, Positive Classroom Learning Environment Strategies:

between the story and their own

- 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:

 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.

Reflections (if necessary, continue on separate sheet):