

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

Lesson Title: Cover to Cover: Introduction to Reading Lesson # 5 Date: Dec. 10, 2024
 Name: Jonah Hunchak Subject: ELA Grade(s): K

Rationale:

This lesson combines early literacy skills, self-expression, creativity, and cultural exploration of Indigenous views through a blend of reading, discussion, and writing. By exploring *Sometimes I Feel Like a Fox* by Danielle Daniel, students engage with themes of identity and animal symbolism. The lesson integrates structured sentence-writing with a personalized drawing activity, allowing students to connect their learning to their own identities.

Core Competencies:

Communication	Thinking	Personal & Social
Students will connect and engage with others to express their identity through structures, sentences and drawing.	Students will creatively and innovatively make connections between the story and their personal traits.	Through understanding relationships and cultural contexts, students will reflect on their own identities and feelings while creating self-awareness and empathy towards others.

Big Ideas (Understand)

Language and story are a great source for creativity and joy.
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 language to identify, create, and share ideas, feelings, opinions, and preferences. Explore foundational concepts of print, oral, and visual texts Exchange ideas and perspectives to build shared understanding. 	<ul style="list-style-type: none"> The relationship between reading, writing, and oral language. Metacognitive strategies Literary elements and devices like creative images, concepts, and storytelling.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will remember and be able to practice proper letter formation while completing a structures sentence. They will understand that books are read from left to right. Apply descriptive words to express personal identity and compare themselves to familiar animals. 	<ul style="list-style-type: none"> Observe students' ability to complete sentences and letter formations on the worksheet to assess their ability to comprehend the story. Review drawings for connection to the sentence content to see how well instructions were followed. (complete/incomplete)

<ul style="list-style-type: none"> • Illustrate their sentences to visually represent their creation of the animal that they feel like. 	<ul style="list-style-type: none"> • Observing the creation of the animal to represent how they feel and how much effort they put into creating it. (complete/incomplete)
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Prerequisite Concepts and Skills:

- A very basic understanding of what books are and how to read them. However, participation is what assessment is based to help expand skills.
- Awareness of basic letter shapes and the ability to print simple words.
- Familiarity with basic descriptive vocabulary (eg: courage, strength....)
- Understanding of matching ideas (eg: I am courageous like a bear”).

Indigenous Connections/ First Peoples Principles of Learning:

- **Learning involves recognizing the consequences of one’s actions:** Students reflect on personal traits and their impact through self-description.
- **Learning is embedded in memory, history, and story:** Encouraging students to describe themselves and share their “stories” through words and drawings fosters a connection to identify and personal experiences.
- **Learning requires exploration of one’s identity:** The story and activity helps students explore and express their identity through creative self-expression.

Universal Design for Learning (UDL):

- Provide multiple means of engagement by using a story, structured writing, and drawing to cater to diverse learners.
- Offer visual and verbal instructions to support understanding.
- Include diverse word bank to ensure all students can find relatable or preferred descriptions.
- Offer scaffolding for students who need additional support with printing or word selection.
- Allow choice in selecting descriptive words and drawing styles to encourage creativity and individual expression.

Differentiate Instruction (DI):

Use visual words cards with images to reinforce word meanings. This lesson can be adapted for students who have visual or auditory impairments by using the projector in the classroom. If that is not available, the teacher can move around the students to show them several examples of books they like. At this time of the school year students who are struggling have been identified. These students will be called upon first when their hands are raised. Students who are strong drawers will be encouraged, privately, to challenge themselves by adding as much detail to their drawing of their emotion as possible. If a student is struggling to get started and is unable to engage, they can be given the option do the activity or an art activity.

- **For advanced learners:** Encourage them to write additional descriptive words or try to create their own sentences.
- **For students who require additional support:** Use a highlighter for the students to trace the words in the sentence.

Materials and Resources

- Customized worksheet with the sentence: "I am _____ like a _____." (18 copies)
- Blank space from drawing at the top of the page.
- Word bank with options such as, "brave, cleaver.... Bear, fox....."
- Pencils, erasers, crayons. (18 for each student)
- Example worksheet prepared by teacher. (1 copy)

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <p>Share About Animals and What They Represent</p> <ul style="list-style-type: none"> - Students all head to the carpet after they are done cleaning up after the last activity. - Use the bell that the students know means to clean up and sit on the carpet. - Praise students who sit and face the teacher with full body listening. - Ask students about what traits do they think different animals represent. - Call upon 2-3 students about those thoughts. 	<ul style="list-style-type: none"> - Students will raise their hands if they have thoughts about animals and their traits that they would like to share 	5 mins
<p>Body:</p> <p>Introduce <i>Sometimes I Feel Like a Fox</i></p> <ul style="list-style-type: none"> - Prepare to read <i>Sometimes I Feel Like a Fox</i> By Danielle Daniel - Show the students the cover of the book - Explain that the book explores how animals can represent feelings and traits. - Explain the Indigenous connection to the book and how it represents some of their beliefs. <p>Read the Story</p> <ul style="list-style-type: none"> - Read the book slowly but with lots of expressions to keep students engaged. - Make sure to stop and show off all pictures in the book, asking if they understand what the words that are used to describe each animal means <p>Explain Activity</p> <ul style="list-style-type: none"> - Once the story is over, the teacher will go over all the examples of animals and what emotions represent them. 	<ul style="list-style-type: none"> - Students sit and present full body listening keeping their hands to themselves. - Students continue to listen with their full body but raise their hand when they are asked to do so. 	<p>5 mins</p> <p>15 mins</p>

<ul style="list-style-type: none"> - Show the teachers own worksheet of the animal they are and what emotion makes them think that. - Explain to students once again that they will be drawing an animal and the emotion that goes with it that they feel most connected to. - Check for understanding. - Guide students to select which animal they want to be and offer them a choice and provide the words on the sheet of their choice. <p>Activity Time</p> <ul style="list-style-type: none"> - Walk around and handout the worksheet and instruct the students to draw their animals and encourage them to do as much detail as they can for their drawing. - Remind them to print the words neatly in the lines and draw their picture of their animal in the blank area. - Tell students if they need help, they can raise their hand so that the teacher can come over to help. - If students finish early, they will clean up their spot and retrieve an exploration center to play with. 	<ul style="list-style-type: none"> - Students sit and listen with their whole bodies once again. - Ask questions and respond to checking for understanding. 	5 mins
	<ul style="list-style-type: none"> - Students will put their name at the top and fill in the sentence with their words on the sheet. - Students will work independently - Students will draw their animals of choice in the blank space. 	10 mins
<p>Closure:</p> <p>Wrap up & Clean up</p> <ul style="list-style-type: none"> - Students will be able to take this home with them after they bring it up to the teacher to see what they have created. - Students will be asked to reflect about the indigenous connections when the hand in their drawing. - They will be instructed to put it into their backpack and clean up their area. - Students will be able to use the literacy centers and keep their learning going. 	<ul style="list-style-type: none"> - Students will clean up their area and hand their cover to the teacher before they can put it in their backpack. - Students will have a quick conversation with the teacher about the Indigenous connections they made. - Students will go and continue their learning with literacy centers. 	5 mins

Organizational Strategies:

<ul style="list-style-type: none"> - Use the bell in the class as their normal teacher uses to get their attention and indicate when to clean up. - Students will not receive the worksheet until after the story is over and they are showing full body listening. - Students may go into the silent corner if they are feeling like they need a break. - Students will be sitting in their table group
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Proactive, Positive Classroom Learning Environment Strategies:

- Establish clear expectations for respectful sharing and active listening during discussions.
- Use positive reinforcement to celebrate effort and creativity (eg: "I love how carefully you printed your words!")
- Provide a calming and encouraging atmosphere where students feel safe to take risks with their writing and drawing.
- Circulate around the room to offer individualized praise and assistance where needed.
- Create a sense of community by displaying completed worksheets in the classroom.

Extensions:

Create a class book out of all the students completed sentences and illustrations titled, "Sometimes We Feel Like Animals" to revisit and share on their bookshelf.

Reflections (if necessary, continue on separate sheet):

- I really enjoyed making this lesson plan. The easiest part of creating this lesson plan was choosing a good story to teach because there are so many amazing Indigenous stories. The hardest part was making the lesson plan as respectful as possible without teaching something that I should leave for an elder to teach. I really enjoy the story that was chosen. I highly recommend reading it and supporting the author. I taught a similar version of this lesson plan for my practicum and the students were really engaged and asked great questions about Indigenous values and animal traits. I feel very happy with this lesson plan, and I am glad I got to teach it and now make it better.