

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

Cover to Cover: Introduction to

Lesson Title: Reading Lesson # 1 Date: Oct 9<sup>th</sup>, 2024

Name: Jonah Hunchak Subject: ELA Grade(s): K

### Rationale:

This reading activity will be useful to growing students' understanding of how to read a book cover to cover because it is important for students to understand how to read a book. Students will learn what a cover of a book is and will be tasked with attempting to draw their own cover art based on the book read in class to help them remember what the cover of a book is called. (Where the Wild Things Are by Maurice Sendak)

### Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>- Acquiring and presenting information on the story.</li> <li>- Students will be listening to the story and then taking the information shared and creating something of their own.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will creatively think to create and innovate their own Wild Thing.</li> <li>- Students will be asked to think creatively in the creation of their cover page. They will be tasked with creating a Wild Thing that does not appear in the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Social awareness and responsibility.</li> <li>- When sharing ideas students will listening respectfully. Students will be encouraged to take purposeful action in supporting each other by complimenting the idea and understanding that everyone has something useful to offer.</li> </ul>

### Big Ideas (Understand)

Language and story are a great source for creativity and joy.  
Through listening, speaking, we connect with others and share out world.

### Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>• Use developmentally appropriate reading, listening, and writing skill. Making connections to oneself</li> <li>• Recognize the story structure (beginning, middle, and end)</li> <li>• Exchanging ideas and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Story structure</li> <li>• Reading strategies of creating a cover of a book</li> <li>• Literary elements and devices like creative images, concepts, and storytelling.</li> </ul>

## Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"><li>• Students will be able express at least 3 different parts of animals to add to their Wild Thing.</li><li>• They will recognize that books are read from left to right.</li><li>• Students will be able to identify what a cover of a book is.</li></ul>	<ul style="list-style-type: none"><li>• Asking the class if they have ideas of what different pieces of animals were a part of the "Wild Things" to assess if they were able to comprehend the story.</li><li>• Observing the creation of their own "Wild Thing" to see how well they understand instructions and the story if they add at least 3 different parts of an animal (complete/incomplete)</li><li>• Walking around with the book while they work to ask each table if they can show where the cover is. (write on stickies about their understanding and how proficient they are in that knowledge)</li></ul>

### 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.

### Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story. Oral stories and storytelling is the foundation of this lesson.

### Universal Design for Learning (UDL):

This lesson is made to engage audio, kinesthetic, and visual learners. There are elements of audibly reading the story to the students while showing the pages of the book. Students will then create their own Wild Thing to represent the understanding of the story. The story will be read with lots of expression, and it will be paused to show each Wild Thing as they show up to help inspire the students.

### Differentiate Instruction (DI):

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 each Wild Thing. 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 Wild Thing as possible.

### Materials and Resources

- Where The Wild Things Are by Maurice Sendak
- Cover drawing assignment handout (18 copies)
- Pencils (18)
- Crayons (18 boxes)

## Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p><b>Share About Favourite Monsters</b></p> <ul style="list-style-type: none"> <li>- Students all head to the carpet after they are done cleaning up after the last activity.</li> <li>- Use the bell that the students know means to clean up and sit on the carpet.</li> <li>- Praise students who sit and face the teacher with full body listening.</li> <li>- Ask students about how their Halloween went, if it was fun and to raise their hands to share what monsters they saw.</li> <li>- Call upon 2-3 students about what kind of monster they saw.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will raise their hands if they had fun on Halloween and if they saw a monster. Students will share about what kind of monsters they saw if they are called upon.</li> </ul>	5 mins
<p>Body:</p> <p><b>Introduce Where the Wild Things Are</b></p> <ul style="list-style-type: none"> <li>- Prepare to read Where the Wild Things Are by Maurice Sendak</li> <li>- Share about favourite monsters and how interesting they are</li> <li>- Show the students the cover of the book</li> <li>- Explain that once the story is finished that they will go and create their own Wild Thing to sit on the cover.</li> </ul> <p><b>Read the Story</b></p> <ul style="list-style-type: none"> <li>- Read the book slowly but with lots of expressions to keep students engaged.</li> <li>- Make sure to stop and show off all the elements that make up each Wild Thing and ask students to point out an animal part of the Wild Thing. Only call upon students with their hands up and showing full body listening.</li> </ul> <p><b>Explain Activity</b></p> <ul style="list-style-type: none"> <li>- Once the story is finished the teacher will ask if they enjoyed the story by showing a thumbs up or down if they did not like it.</li> <li>- Show the students the teacher’s own creation of their Wild Thing.</li> <li>- Explain to students once again that they will be creating their own Wild Thing as a cover to the book.</li> </ul>	<ul style="list-style-type: none"> <li>- Students sit and present full body listening keeping their hands to themselves.</li> <li>- Students continue to listen with their full body but raise their hand when they are asked to do so.</li> <li>- Students sit and listen with their whole bodies once again.</li> </ul>	<p>2 mins</p> <p>10 mins</p> <p>2mins</p>

<b>Activity Time</b> <ul style="list-style-type: none"> <li>- Walk around and handout the worksheet and instruct the students to draw their wild thing and encourage them to do at least 3 different animal parts.</li> <li>- Tell students if they need help, they can raise their hand so that the teacher can come over to help.</li> <li>- If students finish early they will clean up their spot and retrieve a literacy center to play with.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will work independently to create their own wild thing. They will add as much detail as possible to enhance their Wild Thing</li> </ul>	10 mins
<b>Closure:</b> <b>Wrap up &amp; Clean up</b> <ul style="list-style-type: none"> <li>- Students will be able to take this home with them after they bring it up to the teacher to see what they have created.</li> <li>- They will be instructed to put it into their backpack and clean up their area.</li> <li>- Students will be able to use the literacy centers and keep their learning going.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up their area and hand their cover to the teacher before they can put it in their backpack.</li> <li>- Students will go and continue their learning with literacy centers.</li> </ul>	2 mins  Until Next Activity

#### Organizational Strategies:

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

<ul style="list-style-type: none"> <li>- The teacher will verbally thank students who are sitting and listening with their whole bodies. They will address any student who is still distracting others.</li> <li>- Remind students how to listen with their whole bodies in a respectful manner.</li> <li>- Use a little horn as an attention grabber or clap a rhythm that the students need to repeat back.</li> </ul>
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#### Extensions:

This lesson plan can be extended into an entire unit of how to read a book and the different parts of it. Students could create their own books eventually (e.g. draw their own photos to the words). This could help them understand all the different parts of a book (e.g. the beginning, middle, and end of a story).
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#### Reflections (if necessary, continue on separate sheet):

<ul style="list-style-type: none"> <li>- If students were engaged – Use the lesson again</li> <li>-</li> </ul>
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