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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Daniel Mulhall** |

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| **Grade** | 4 | **Topic** | Language Arts 4 – Bridge to Terabithia Novel Study (Chapter 6) |  |
| **Date** | February 19, 2021 | **Allotted Time** | 50 mins |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/english-language-arts/4>  ‘Bridge to Terabithia’ by Katherine Paterson  ‘Grand Conversations, Thoughtful Responses’ – Faye Brownlie  <https://firstpeoplesprinciplesoflearning.wordpress.com/>  ‘Reading Power’ by Adrienne Gear  ‘Bridge to Terabithia: Scholastic Literature Guide Grades 4-8’ DLC Resource  ‘Supporting the Novel: Bridge to Terabithia’ DLC Resource by Karen Findlay | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is part of a larger novel study on the book ‘Bridge to Terabithia’. This novel study has been going on for 3 weeks, with a lesson per chapter. Bridge to Terabithia is a story that will allow deep discussion about friendships, life changes, being upset, bullying, families, school, loss, self-confidence, trust, and making new friends. This will allow students to discuss the book in greater detail and connect it to their shared experiences on these topics. The novel study has required students to think critically about the content of the book and make connections, inferences, and reflect.  This lesson will focus on chapter 6 as it is read to the class. Chapter 6 deals with topic such as money, family, and holidays. There is a lot of room for discussion in this chapter, and a strong teacher led discussion will take place throughout the reading of the chapter.  Students will continue to practice their ‘responsive journaling’, which is a great exercise adapted from ‘Grand Conversations, Thoughtful Responses’ – Faye Brownlie. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
| **This lesson will require students to participate in class discussion about the events and themes of chapter 6. These discussions will require**  **students to communicate respectfully and effectively with their fellow classmates.**  **Sharing ideas and debating messages will allow students to develop their communicating skills as they formulate responses to vocalize their thoughts.**  **Teacher led discussion will feature prompting and challenging of ideas as themes/messages of the chapter are explored deeper.**  **Students will participate in the discussions and communicate their ideas and reflections with the class.** | **This lesson will have students thinking creatively and critically about the novel.**  **Students will be asked to reflect, consider, and share their thoughts/ideas, and make connections with what they are reading.**  **The fantasy elements of this novel will require students to use imagination, while the character interactions will require students to reflect on their own experiences.**  **Metacognitive skills and literacy skills are developed through deeper level thinking.** | **This book deals with themes of family, responsibilities, siblings, bullying, friendships, and much more. These themes will allow discussion about our own personal responsibilities. Students will be asked to reflect on their own experiences and make connections to the chapter.**  **An emphasis on perspective will be used for certain characters, such as the father, the bully, and the siblings. Students will be asked to consider things from different perspectives and wonder how those perspectives differ from their own. This will help students develop their own personal awareness and compare’/contrast their thoughts with the characters.** |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  • Learning involves recognizing the consequences of one’s actions.  Learning involves patience and time | **A focus on our relationships, friendships, and community will continue through group discussion about the events of the book.**   * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*   **“Learning is reflexive. It builds upon itself, exponentially increasing as learners develop new knowledge and deeper understandings of how everything is ultimately connected.”**  **“Reflective thinking is a key process in coming to understand new concepts and determining the relevancy of information and ideas. In many of the stories shared by elders, there is an intention to help the listener learn what he or she needs to learn without explicitly saying what the lesson is.”**  This lesson will require students to reflect on what they are reading and think reflexively and relationally.  Students will be required to make connections to the chapter and compare/contrast with their own experiences.  Student learning will be reflexive and will build upon itself from the previous lesson; students will develop their literacy skills with each lesson and learning will be scaffolded.   * *Learning involves recognizing the consequences of one’s actions.*   **“Focusing on reflective and critical thinking to help learners understand the natural consequences of their actions.”**  Students will think and reflect on their actions and the consequences they may have. Discussions around bullying, friendships, and siblings will allow students to reflect on how their actions have consequences, and how their actions may be interpreted by others. Students will consider how their actions with their classmates have consequences.  *Learning involves patience and time.*  The lesson is in a series of lessons that all build upon each other. This lesson will continue where the previous lesson finished (chapter 5).  Student learning will happen over time as they progress the literacy interventions. Students will need to demonstrate patience with their learning, as it scaffolds upon itself each lesson. The lessons will build upon each other as topics and themes are discussed in further details.  The learning will not be rushed through and may require reflexive timing to ensure the learning is occurring naturally. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand),Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  **Big Idea(s):**  Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  ***Essential or Guiding Question(s):***  How can we improve our reading skills?  How does reading teach us lessons?  How can we dive deeper into reading to find meaning and symbolism?  How can we explore a story and learn about its lesson/moral?  How can we scaffold our literacy skills?  How can we develop our spelling and vocabulary skills?  How can exploring texts deepen our understanding? |
| ***Do***  **Curricular Competencies (Learning Standards):**  **Comprehend and connect (reading, listening, viewing)**   * Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text * Apply a variety of thinking skills to gain meaning from texts * Identify how differences in context, perspectives, and voice influence meaning in texts * Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world   **Create and communicate (writing, speaking, representing)**   * Exchange ideas and perspectives to build shared understanding |
| ***Know***  **Content (Learning Standards):**  **Story/text**  forms, functions, and genres of text  text features  literary elements  literary devices  evidence  **Strategies and processes**  oral language strategies  metacognitive strategies  **Language features, structures, and conventions**  features of oral language  sentence structure and grammar  conventions |

**STAGE 2: Assessment Plan**

**FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)**

Students will learn through class discussions and the sharing of ideas.   
A class list will be kept on hand, so I can make quick marks next to student names when they share something insightful about the novel. This will allow me to gauge which students are contributing to the discussions and which students may need further prompting or encouragement.

Students will also show their thinking and the development of their thinking through Response Journaling. This is taken directly from Faye Browne’s ‘Grand Conversations, Thoughtful Responses’. Students will list “what happened” on one side of their paper, and “My thinking” in response. This will help students summarize and make connections/reflections/inferences.

**SUMMATIVE ASSESSMENT: (Assessment of Learning)**

The student’s responsive journaling will be collected at the end of the lesson to be summatively assessed. This will provide insight into how well students understood and connected to the lesson.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn how to pull information from novels as they responsive journal.  Students will learn how to dig deeper into literary stories.  Students will learn to communicate and vocalize their thinking in teacher led discussion.  Students will learn vocabulary and spelling skills as they follow along in the book.  Students will learn about pacing, tone, and punctuation as the novel is read out loud.  Students will learn how to think critically and creatively about what they read.  Students will learn to make connections with what they read. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning through active participation in class discussion.  Students will vocalize their inferences, connections, and predictions about the novel.  Students will demonstrate their learning through communication and collaboration with classmates.  Students will demonstrate their learning in their responsive journal.  Students will demonstrate their learning through discussion. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to actively listen as the chapter is read out loud to the class.  Students need to follow along in their copy of the book as it is read.  Students need to participate and contribute to class discussion.  Students need to consider and answer teacher questions.  Students need to responsive journal during the chapter.  Students need to show their thinking on their responsive journal. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to listen as the novel is read out loud to the class.  Students need to respectfully listen to the class discussion.  Students need to show their thinking through responsive journaling.  Access/All | Students can do  Students can follow along in their copy of the book as the novel is read out loud to the class.  Students can actively participate in the class discussion.  Students can show deeper level thinking and connection making skills through responsive journaling.  Most | Students could do/try to  Students could try to write down new vocabulary words as they follow along in their copy of the book as the novel is read out loud to the class.  Students could try to actively participate in the class discussion, show respect for all classmates, and act as leaders during discussion.  Students could try to demonstrate extending level thinking, connection making, inferences, and predictions through responsive journaling.  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| This lesson requires minimal setup.  28 DLC copies of ‘Bridge to Terabithia’ by Katherine Paterson  Blank paper for student responsive journaling  Microphone charged and ready to go for student IEP (Aiden) |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| Will use the popsicle stick method of selecting students, to ensure the discussion is not dominated by the same students every time. Since this is a discussion based lesson, focused around the novel I'll be reading out loud to the students, painting students with the popsicle stick will not add any stress and allow me to hear everyone's thoughts , opinions, and connection to the story.  Consider students how may want to demonstrate their responsive journaling by drawing. Allow students to demonstrate their learning in more than one way. sometimes during my novel study lessons, and students have asked be able to do this. I will allow drilling as long as it is related somehow to the story so they can show me that they're thinking about what they're hearing.  Set clear criteria and provide examples of responsive journaling. responsive journaling is something we have been working on for the past three lessons, I will continue to model and demonstrate what responsive journaling looks like with a lot of examples. this will help students understand the expectations for their own responsive journals. |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  Gather the attention of the class and advise will be reading another chapter in our novel study.  Ask the handout students two hand everyone in the class a copy of ‘Bridge to Terabithia’.  Ask two-four students to share what happened in the last chapter. This is the time for all students to get caught up if they were not here last lesson, and also allow students to practice their retention and summarization skills.  Allow the conversation about what happened in the novel so far to progress naturally. Ask questions about some of the main plot points and ask for opinions (“did we agree with what Jesse and Leslie did to Janice? Why was it not kind? Does the book being through Jesse’s?”) continue to question and discuss the novel with students.  Remind students of the expectations of this novel study: they have the option who follow along in the book, or just simply listen to me read it out loud. students will have a blank piece of paper with them so they can write down vocabulary words that stand out to them, questions they want to ask at the end of the lesson, or any kind of reflection or connection they make throughout the chapter.  Model what responsive journaling look like. provide a lot of examples and continue to Co-develop the criteria for responsive journaling with the class. Make sure students understand the criteria and expectations for this lesson.  Have students divide their paper in half and put “What happened” on the left side and “My thoughts” on the right.  Remind students of how-to responsive journal and continue to provide examples from the last chapter.  Ask if anybody has any questions about the response of journaling before we begin.  remind students to put their name on the top of their paper.  Begin to read chapter 6 of the novel out loud to the class. | **Students will**  Focus on the teacher as the class transitions to novel study.  Take a copy of the novel.  Follow along as the expectations are reviewed and explained.  Ask questions for clarification as needed.  Follow along as the previous chapters are summarized. Consider how much they retained from it.  Remain focused as the expectations are revisited.  Watch as responsive journaling is modeled for them. Ask questions. Consider how best to meet the expectations of this lesson.  Divide their paper in half and put “What happened” on the left side and “My thoughts” on the right.  Put name on top of paper.  Listen as chapter 6 is read out loud. | 10 mins |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skillsand/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Pause the reading to ask questions whenever an opportunity arises.  Pause the reading to point out interesting vocabulary words or metaphors (this book has a lot of interesting expressions).  Continue to read chapter 6.  Pause to ask questions when something interesting happens and to get students thinking about the story (“why did he do that? What happened last chapter that helps us understand his relationship with his dad? Why is he hiding his art? Has anyone ever hidden something because they felt that people would make fun of them for it? Etc etc). make sure to relate the story to the student’s experiences as much as possible so connections are made.  Remind students to be responsive journaling so I can also see this thinking of theirs (Luca and Nicholas have the option to draw me their thinking, or to verbally tell me their thinking at the end of the lesson).  Continue reading until chapter 6 is complete. | **Students will**  Listen and follow along in the book as chapter 6 is read.  Listen as the teacher pauses the reading to point out interesting vocabulary or expressions.  Answer questions asked by the teacher and participate in the class discussions.  Remain respectful of all student shares.  Consider the questions being asked.  Make connections to the story.  Continue to responsive journal throughout the chapter, adding evidence of what happened in the story and their reactions/thoughts/ or connections to what happened. | 25 mins |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Ask three students to share about what happened. Really focus on summarization skills.  Ask students to share any connections they made with the story.  Ask students to share any vocabulary words that stood out to them (define them as needed).  Ask students to share any thoughts or opinions.  Allow the students to discuss the elements of the story THEY found interesting.  Direct the conversation along as needed, but really support the student’s exploration of the novel.  Ask open ended questions, have students debate, discuss, and explore the text.  Ask students how they did with their responsive journaling?  Advise they have a few minutes to write down any final thinking (it may have changed during the discussion). USE this time to check in with Luca and Nicholas and have them share their thinking verbally to me.  Ask students to turn in their responsive journaling so I can assess them.  By assessing, I can decide how much more practice they require with this. It will also allow me to see where my students are, and if I need to break down the criteria further for them. | **Students will**  Share what happened in the chapter.  Share connections.  Share vocabulary words.  Share thoughts and opinions.  Share elements of story they liked or did not like.  Remain respectful of all shares.  Allow the discussion to progress naturally.  Participate actively.  Reflect and consider how well they completed their responsive journaling. Be honest in their own assessment (do they require more time?)  Turn in responsive journal. | 15 mins |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  Ask the student helpers to collect the books.  Collect all of the responsive journaling as well.  Ask students what they think will happen next in the story (but have them support it with evidence). We have been working on inferring, so student predictions should be based off what they have pulled from the novel.  Allow a few students to share their ideas.  Ask the class to vote on big discussion topics (do you think Terabithia will be discovered?”).  Advise we will pick up next class at chapter 7.  Advise students we will be getting started on math and to put everything away.  Begin the transition. | **Students will**  Collect books.  Make predictions about what will happen next in the novel, using the inferring skills we have been developing together.  Share predictions.  Begin transition to math. | 5 mins |

**Reflection***What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:*** *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):****How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:****Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:*** *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**