

Julia's Lesson Plan

Date: January 27, 2020

Strand/Topic: Literacy Behaviours/Procedural Writing

Mini-lesson/Centres

Main Idea:

Students will continue their learning on procedural writing. The students have practiced a recount orally, and they have written individually a recount in their journals (with guidance). Today they will be writing one collaboratively.

Curriculum Objectives:

1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing experiences; while solving a class math problem; in imaginary or exploratory play; in the learning areas; while engaged in games and outdoor play; while making scientific observations of plants and animals outdoors)

1.10 retell experiences, events, and familiar stories in proper sequence (e.g., orally; in new and creative ways; using drama, visual arts, non-verbal communication, and representations; in a conversation)

3.2 demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults)

10.4 use classroom resources to support their writing (e.g., a classroom word wall that is made up of children's names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books)

10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

11.9 retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence (e.g., in new and creative ways, using drama, visual arts, non-verbal communication, and representations; in a conversation)

About the Learners:

- 30 SK students
- Students are very active and the best way to keep them engaged is by moving (Which is why I will be keeping the carpet lesson short)
- They are always interested in books being read to them
- Most students find engagement in sharing their ideas with the class
- Writing is not their favourite activity, but they enjoy shared writing in circle

Learning Expectations:

Learning Goal:

I can write a recount (a sequence of events).

Success Criteria:

I will talk about my ideas.

I will write the events in order.

I will use time words. (First, Then, Next, Last)

Materials:

Smart board
Student stick

Websites:

<https://www.youtube.com/watch?v=pnO7W3tAlik>

Activity: Whole Group Mini-Lesson

- Afternoon Message
- (Activate Prior Knowledge) What is a recount?
 - A sequence of events
 - It is writing that uses time words
- (Connect to real life) When do we write a recount?
 - To tell someone how to do something
 - To tell someone a sequence of events that has happened
- (Connect to prior school knowledge) How can we be successful when writing a recount?
 - Go over success criteria (talk about ideas, put events in order, use time words)
- I will direct the students to look at the smart board. There will be four pictures with the time words below. One student will have to move the pictures and place the time words in order. Another student will orally explain the story they have created. There will be three of these.
- I will then ask the students to sit while I explain the centres open today. They will be assigned to centres and then they can be free to move in between once completed the initial one.

IF THERE IS EXTRA TIME:

- Play *How to wash a Woolly Mammoth* by Michelle Robinson
 - <https://www.youtube.com/watch?v=pnO7W3tAlik>

Assessment:

This topic will continue as we move into another inquiry topic. Today, the students will be assessed using observation and recorded using anecdotal notes.

Teacher Reflection:

Students were engaged during the lesson and they were able to master the steps of sequencing events. They enjoyed the hot chocolate mixing (good hook) but writing was not independent. More practice needed.

Incorporate using recount language (first, then, next, finally) in the drama centre. Make recount language cards for students to look at and refer to when using oral language in the drama centre.

Centres

Math

- Addition “Stories” (word problems)
 - Using a paper and pencil booklet, the students will be asked to read a simple problem, show their learning with one of the strategies we have previously discussed, write a number sentence, and a word sentence.
 - They will know they are successful when they can demonstrate their learning using one of the addition strategies in the success criteria
 - To differentiate:
 - some students will only be able to demonstrate their learning using manipulatives in the booklet. There will be pre-determined equations which they will show using a hands on technique
 - There will be two levels of problem difficulty (including a fill in the blank sentence or blank line)

Literacy

- Procedural Writing - Hot Chocolate
 - Students will be working collaboratively in groups of 4 (with teacher assistance) to write how to make hot chocolate in web form
 - The students will be engaging in the activity and making hot chocolate at the centre
 - They will each take a turn writing one step in the process on a board (either first, next, then, or last)
 - The sentences will be authentic and created by the students.
 - To differentiate:
 - Some students will have the teacher as a scribe
 - Some students will only write the ‘time’ word
 - Some will be able to write the sentence with teacher support
 - Some will be able to write the full sentence independently
- Write the Room – Winter vocabulary
 - Students will be using clipboards and paper to find winter vocabulary around the room
 - They will be rewarded with a sticker if they can successfully find all the words
 - To differentiate:
 - Some students will be tracing words
 - Some will be writing single words on their own
 - Some will be finding the words to write complete sentences

Science/STEM

- “Can you make Elsa and Anna’s castle?”
 - Various cups, cotton balls, and different decorations (gems, snowflakes etc.) will be available for the students to build castles
 - Some guiding questions include:

Art

- Students will be using oil pastels to make winter pictures using the previous Y technique that we had discussed
 - The students can refer to books that are out for inspiration
- They will then use Q tips and white paint to make snow

<ul style="list-style-type: none"> ▪ How can we make the castle taller? How can we make it more stable? ▪ Does it matter what you place on top of the cups? How about where you place it? ▪ Do the shapes of the cups make a difference in how stable it is? How about how high you can make it? 	
<p>Technology</p> <ul style="list-style-type: none"> • Smartboard: Sight Words <ul style="list-style-type: none"> ○ Students will use a smartboard application to practice sight words • Computers: Addition Websites <ul style="list-style-type: none"> ○ Adding using pictures https://www.splashlearn.com/addition-gamesforkindergarteners?adCampaign=8681360764&adGroup=85389013325&adTag=&adID=407356185811&ipad_blocker_disabled=1&gclid=EAIaI QobChMIuf77xK6E5wIV8v_jBx1kdgZ6EAAAYASAAEgJJKvD_BwE ○ How many shoes does this bug have? Game http://www.sheppardsoftware.com/mathgames/earlymath/bugabalooShoes.htm 	<p>MATERIALS NEEDED:</p> <ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> ○ Addition Booklets (3 differentiated versions) ○ Pencils/Erasers ○ Counters • Language <ul style="list-style-type: none"> ○ Clipboards (x6) ○ Write the room sheets (3 differentiated versions) ○ Pencils/Erasers (both tables) ○ Bristol boards (x8) ○ Sentence Strips (x6) ○ Hot chocolate mix ○ Cups (x30) ○ Warm water ○ Spoon ○ Marker • Science/STEM <ul style="list-style-type: none"> ○ Cups (various sizes and materials) ○ Cotton balls ○ Gems ○ Snowflakes ○ Pictures of the castles • Tech: <ul style="list-style-type: none"> ○ computers with loaded websites ○ SMARTBoard with loaded game • Art <ul style="list-style-type: none"> ○ Blue/Black Paper ○ Oil Pastels ○ White paint ○ Q Tips ○ Winter books