

## Learning Plan: ELEMENTARY

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| <b>Student Teacher</b> | Leigh, Anne-Marie, Katelyn |                       | <b>Associate Teacher(s)</b> |             |  |
| <b>Date</b>            | March 2023                 | <b>Start/End Time</b> | 12:30-1:30                  | <b>Room</b> |  |

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| <b>Title of lesson</b>               | Let's write a reading response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Grade level</b> | Grade 5/6 |
| <b>Subject</b>                       | English Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Topic</b>       | Response  |
| <b>Relevance</b>                     | Currently, the students are learning/ reviewing how to write reading responses in class. This lesson is to refresh the students memory on how to create reading responses. Students will review all components of a reading response, listen to a story, discuss with their peers and then, individually write a reading response. This lesson will also introduce new types of technology to the students including Pear Deck and book creator. This lesson is important for the students as they will continuously create reading responses throughout elementary school and highschool. Reading responses allow the students to use a higher order of thinking, analyse and form an opinion on what they have read.                                    |                    |           |
| <b>Materials/Resources Required</b>  | <ul style="list-style-type: none"> <li>- Book- One Good Deed by Terri Fields</li> <li>- powerpoint (Pear Deck)</li> <li>- Video</li> <li>- Pencil case</li> <li>- Reading response wall (in classroom)</li> <li>- Student Chromebooks</li> <li>- Book Creator</li> <li>- Word app.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |           |
| <b>QEP Subject Area Competencies</b> | <p>Competency 2- To write self- expressive, narrative and information-based texts.</p> <p>Throughout this lesson, the students will develop this competency through utilizing listening strategies to formulate a personal opinion of the meaning and authors crafts of the text being read. The student will then discuss this with their peers in a small group discussion before completing the reading response.</p> <p>Concept of writer's craft:</p> <ul style="list-style-type: none"> <li>● Guided discussion and questioning of texts read, listened to and produced in order to discover how the text works, e.g. How did the author craft her/his writing? How did she begin? Why did he end that way? How did she create suspense?</li> </ul> |                    |           |

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|                                               | <ul style="list-style-type: none"> <li>Some techniques used experimentally in own writing, for own purposes, drawn from guided explorations of texts read, viewed and produced by others, e.g using snapshots and flashbacks, showing not telling, using sensory details, ways of writing authentic non-fiction.</li> <li>Structures and features of texts: different kinds of details about setting in story related to context, creating suspense, crafting leads in authentic non-fiction, pictures and captions in non-fiction text, conventions of specific text types such as fairy tale, mystery, etc.’</li> </ul> <p>(Ministere de l’Education, 2001, p. 89)</p> <p>Personal contribution to the development of a writing community in the classroom through:</p> <ul style="list-style-type: none"> <li>Connections made between reading, writing and interactions with peers, risk-taking in order to learn the writer’s craft, decisions made about own writing</li> </ul> <p>(Ministere de l’Education, 2001, p. 89)</p> |
| <b>Learning Objectives</b>                    | <ul style="list-style-type: none"> <li>Students will formulate and express their personal opinion on the meaning of the book.</li> <li>Students will write a reading response using all components of responses.</li> <li>Students will use Chromebooks effectively and develop an understanding of the application ‘Book Creator’.</li> </ul> <p>For students:<br/>         “I will create and discuss my personal opinion of the meaning of the book”<br/>         “I will use all components of a reading response to write one of my own.”<br/>         “ I will use my Chromebook respectfully and explore book creators.”</p>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Guiding Inquiry Question(s) for Lesson</b> | <ul style="list-style-type: none"> <li>What are the 5 factors of a reading response?</li> <li>How do you summarize a text without rewriting the book?</li> <li>What are some possible meanings?</li> <li>What strategies can you use when making predictions? What are the 4 ways you can connect to a book?</li> <li>What are some questions you can ask yourself based on the book/ text?</li> <li>How do you use book creator?</li> <li>Do you enjoy using technology in the classroom?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**Lesson Timing: Whole lesson 60 minutes**

**Introduction (hook): 10-15 minutes**

1- Lesson will begin by introducing what we will be doing today; reading responses. Explain to the students that you will be reading a book together and that they will be writing a reading response on the book.

2- Before beginning the lesson, ask the students if they know what the 5 components of responses are.

- Summary, author's message, author's craft, connections and appreciation.

3- Next, move on to the powerpoint. This powerpoint briefly goes over each element of a reading response. Ask the students to take out their chrome books as we will be using Pear deck. Pear deck will be used as an 'add-on' on the powerpoint presentation. Throughout the lesson, there will be various questions and places to add comments. This encourages the students to participate and engages them in their learning.

- These are some questions that will be asked throughout the peardeck: How do you summarize a text without rewriting the book? What are some possible meanings? What strategies can you use when making predictions? What are the 4 ways you can connect to a book? What are some questions you can ask yourself based on the book/ text?
- Before moving onto the book, ask the students if they have any questions.

Link to the Google slides/ Pear deck:

[https://docs.google.com/presentation/d/1Dc2\\_fjdrgrLZ8NIntOPi1jl2rXKxMKCydigSwuQ\\_7g/edit?usp=sharing](https://docs.google.com/presentation/d/1Dc2_fjdrgrLZ8NIntOPi1jl2rXKxMKCydigSwuQ_7g/edit?usp=sharing)

4- Introduce and read the book.

- Book: One Good Deed by Terri Fields.
- Book summary: One day a little boy named Jake decided to complete a good deed because he felt as if his community needed some kindness. His act of kindness was to bring his elderly neighbour, Mrs. Thompson, some berries that he picked. Afterwards, Mrs. Thompson continues the kindness by bringing a berry pie to Mr. Riley. All throughout the story, everyone who was fortunate to be affected by a random act of kindness continues to pass it on. Jake's small, good deed created a ripple effect and changed his community's whole environment and attitude.
- The book may seem simple and "childish" for grade 5-6, but the meaning of the book is the main focus of this lesson.

5- After reading the book, ask the students if they have any questions.

**Development (Learning activities – step by step sequential procedure): 45 minutes**

6- Next, the students will discuss in small groups for about 5-7 minutes the factors of responses. ie: meaning of the book, what kinds of connections they can make, the summary of the book etc.

7- After the discussion, bring attention back to you (teacher). Explain to the students that they will be writing a response on the book and that they will be writing their good copy reading responses on the website book creator. Play the tutorial video. Advise students to find the book creator website. Tell students to type in classroom code and give them 5 minutes to explore the website.

Link to tutorial video: <https://www.youtube.com/watch?v=vMYLaGD9Xjs>

Classroom Code: Q7SDJ85

- There is an example of a book reading response in the classroom library! (Join with code to see)

8- After the 5 minutes is up, explain to the students that they must write the response on google docs/ word app then may paste it into the book creator and decorate their book.

- Advise the student to begin by brainstorming their ideas then move onto writing the response.
- remind students that this is individual work.
- \*students may not complete this during this block, provide another block to complete if needed.

**Closure (transition): 5- 10 minutes**

8 - Conclude the lesson by having a classroom discussion about the brainstorming/ writing process. Ask the students if they want to share their findings.

- To conclude the lesson, give the students the opportunity to go view and browse other students books on book creator.
- Before concluding, tell students to put their materials away.
- I will view what the students have written so far to evaluate their understanding.
- The students will understand where they are going next by understanding that there will be more complex reading responses coming in the next few lessons.

**Student will know:**

- Students will know the key factors of writing a reading response.
- Students will know the steps of writing a response.
- Students will know the response terminology: Author's message, author's craft...
- Students will know how to use book creator

**Students will understand:**

- Students will understand how to write a reading response
- Students will understand the key factors of a response.
- Students will understand how to make connections from the book/ reading in their responses.
- Students will understand how to form an opinion on the author's message.
- Students will understand how to use Pear Deck and Book Creator.

**Students will do:**

As a result of this lesson:

- Students will write a response.
- Students will be able to critically analyse a book/ piece of writing.
- Students will participate and engage in group discussions verbally and through Pear Deck.
- Students will be able to use Book Creator.

**Cross Curricular Competencies:**

Intellectual Competency - Competency 3- To exercise critical judgment

Key Features:

- To form an opinion.
- To express his/her judgment.
- To qualify his/ her judgment.

(Ministere de l'Education, 2001, p. 21)

Throughout this lesson, students will be asked to critically discuss the book that is being read in class. The students are expected to express and qualify their judgement while discussing the book and throughout the writing process. Students will form an educated opinion using background knowledge and evidence in the book and apply it in discussion and in their personal response.

Methodological Competency - Competency 6 - To use information and communication technologies (ICT)

Key Features:

- To master ICT
- To use ICT to carry out a task

(Ministere de l'Education, 2001, p. 29)

This lesson allows students to use two types of applications: Pear Deck and Book Creator. Students will be expected to use both of these forms of tech to carry out the task laid out for them. Students will also slowly gain a mastery of Pear Deck and Book Creator throughout the lesson.

**Broad Areas of Learning:**

Media Literacy

Focus:

- Understanding of the way the media portray reality

(Ministere de l'Education. 2001, p. 49)

Through reviewing reading responses, the students are learning how to become more aware of various types of media. Throughout the reading response process the students are learning how to analyse and think critically about the various components hidden in text, film, video, poems and the relationship they have with the 21st century.

### **Universal Design for Learning/ Differentiation**

Students with IEP's will be accommodated according to their individualized plan. Students with learning differences will be accommodated to best fit them. Students who struggle with reading/ writing may utilize the text-to-speech/ speech-to-text features on their chromebooks. When appropriate, students who face learning difficulties may work with a partner.

Students with visual impairments will be provided a copy of the work written in a larger format.

### **EDI considerations:**

This lesson honors intersectional identities through the book that the students will be writing the response on; One Good Deed by Terri Fields. This book demonstrates diversity and inclusion through the characters in the community. The book demonstrates various genders, races and cultures throughout and honors each of them.

### **Further considerations:**

The multiliteracies that are used throughout this lesson include powerpoint, videos, books, Book Creator, Pear Deck and the smartboard. This lesson has a good variety of multiliteracies to help develop the students knowledge on various media.

This lesson supports various learning styles like visual learning, auditory learning, reading and writing and kinaesthetic learning. Visual learners will be supported through the use of the powerpoint and the various visuals that are already pasted on the walls of the classroom. The auditory learners can listen to the lesson through our verbal instructions as well as through the video explanation. The reading and writing learners will have many opportunities to take notes and read the slides that are being presented. Finally, the kinaesthetic learners will benefit from the discussion and writing process.

The students will be encouraged to use higher order thinking throughout the whole lesson. The students will be provided many opportunities to use higher order thinking throughout the lesson by discussing with peers, brainstorming, critically analysing the book and through the writing process.

There is a lot of technology incorporated throughout this lesson, including powerpoint, videos, Book Creator, Pear Deck, Google Docs and the smartboard will be used. Instead of students

writing their responses on paper, we took the opportunity to include technology into the lesson to introduce new applications to the students.

Creativity is developed a lot throughout this lesson through the use of Book Creator. Students may also use their creativity when thinking about questions that they may have for the author in the appreciation step of the response writing process.

The learning activity that may follow this lesson is another reading response. I suggest that the students will complete another reading response with a more complex meaning than this lesson to deepen their thinking process.

#### **FORMATIVE - Assessment FOR learning:**

The teacher will observe the students during the class discussion and while they are working in their small groups. Throughout the class discussion/ questions the teacher may help develop and elaborate on the students' questions. Depending on what is discussed in the closure of the activity the teachers may ask additional questions to guide students in their reflections and understanding of the activity.

#### **FORMATIVE - Assessment AS learning:**

Through collaboration and having small group discussions with their peers, students will be given the opportunity to self-reflect on their own learning. Students will also have this opportunity to reflect throughout the conclusion of the lesson.

#### **SUMMATIVE - Assessment OF learning:**

The students' reading responses will be collected at the end of the lesson. The teacher can collect the sheet to understand and evaluate the student's learning.

#### **Reflection:**

This lesson was created for the students to refresh their memories on how to write a reading response. I have yet to teach this lesson, however, I feel as if this lesson is well-rounded and provides multiple opportunities for engagement and participation. I included various learning/ teaching strategies for the various learners that may be present in the class.

If I could do it differently, depending on the outcome from the students, I would change the book that they are responding to. This book is short but has a great meaning, although the students may find it too simple for them. Personally, I don't believe it matters the kind of book you read, it's the material that follows after. The book may be simple, but the reading response is age/ level appropriate.

#### **Professional Competencies:**

Competency 4: Implement teaching and learning situations:

- I am aiming to address competency 4 throughout this lesson because it is developing my teaching skills. I am gaining knowledge on how to properly teach and sequence lessons.

Competency 6: Manage how the class operates

- Throughout this lesson I am also focusing on competency 6. This competency is being developed in various ways but more specifically through my personal goal of giving more clear and concise directions, keeping transitions from 'lecture' to work flowing smoothly and not losing the students attention during transitions.

## References

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Cross- Curricular Competencies.

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