Grade level:	4/5		Your name:	Denis Walsh		Theme:	Novels
Subject:	English Language Arts		Title of Lesson:	What is a Novel? A Novel Idea		Lesson duration:	45-60 minutes

Big Ideas:

Texts can be understood from different perspectives.
- The time and location of where a narrative was created matters
- The authors of novels may imbue their work with their own perspectives, and knowing more about the author shapes one's understanding of their work

First Peoples Principles of Learning

Learning requires exploration of one's identity
- Ss are encouraged to choose a novel and look into information about it, including the author. Ss will identify what draws them to their novel and in doing so, explore what they value in story

Objectives [teacher's rationale for this lesson – key questions]

(rational is a paragraph that states why the students need to do this lesson)
(learning objective)
Ss will encounter narratives throughout their lives, be they novels, comics, video games, streamed content, or conversations. In many situations, information regarding these narratives will be readily available and shed valuable insight on the purpose, potential intended audience, stakeholders, cultural and political landscape, and other defining factors that can shape one's perspective about these narratives.
(essential questions)
Where and how can I find information about The Phantom Tollbooth, and one other novel?
What information do I look for and why?
Does any of this information influence my perspective on the novel? Which does and which doesn't? Why or how or why not or how not?

Curricular Competencies: What students will *DO*

Students will be able to use comprehension and connection strategies through listening, reading and writing in order to...

Content: What students will *KNOW*

Students are expected to know the following:
 For both The Phantom Tollbooth, and their own choice of novel:

- Find information about a novel or other medium of narrative
- Identify and match elements of a novel between two novels
- Determine the purpose for each element

Title, author, illustrator, publisher, copyright date and location, price, dedication, illustrations, reviews, teaser, about the author, cover, spine, headwords, chapters, page numbers, back cover, any element that comes up from student inquiry

That created works may have some or all of these elements
What each of these elements conveys

Materials & Technologies
Students will use the following materials, tools, equipment
Novels, pencil, paper, whiteboards, worksheets, playing cards, projector, internet browser/search engine

Pre-Class Preparation
The teacher will need to make the following preparations prior to the class(es)
Tell the Ss to bring a novel for this lesson Matching worksheet (T-chart)

Resources & References
The Phantom Tollbooth, by Jules Feiffer All Ss must have a novel for this activity, if they did not chose one, they may be given one at random from within the class supply

		Lesson *(Teacher Action/Student Action)*	
Resources	**Time**	**Teacher**	**Student**

Board, markers Phantom Tollbooth Playing cards Ss: paper, pencil	5-7min	Introduces the novel (Ss may not even know what a tollbooth is) and highlight some of its often used literary devices including puns, homophones, and bizarre idioms.	As a class, brainstorm humorous ways to put words together with homophones, puns, and rearranging words and letters, brainstorm difficult to understand idioms and attempt to explain them Ss take notes from the board
	2-3min	Ask Ss to introduce their novel to the class, choose volunteers	Volunteers describe their novel in their own words
Playing cards	5-7min	T hands out a playing card randomly to each student (pairs/group of 3) Ss may not move until T says "go." Ss may now walk about the classroom and introduce their novels to each other, using playing cards, groups can be formed (that have the same numbered cards)	Ss move about the room and discuss their novels, finding new partners as pairs finish
	5-7min	Return Ss to desks and ask what kinds of things people talked about, at some point elicit information that describes the properties of a novel or other narrative (ie. title, author, publisher)	Ss share what they told each other
	5-7min	Teach the concepts listed in the content section through an inquiry-based approach	Brainstorm what they see on a novel and attempt to explain what it is, and why it might be included
Matching novel terminology worksheet (T-chart with fill-in-the-blanks)	10-20min	Match all brainstormed elements with The Phantom Tollbooth and reveal worksheet which contains these elements from the book, and blank spaces on the other side to match with the books brought by the Ss	Ss will receive a worksheet with some or all of the elements brainstormed but only from The Phantom Tollbooth, they will be tasked with matching the same parts from their own novel if it has them. They may help each other at this time

Assessment/evaluation	Adaptations/Modifications/Differentiation/Language Competencies
· **Formative/ summative (if relevant)** - Basic understanding, can the Ss show that they understand the meaning of these content terms? Y/N - To what degree are Ss able to determine the reasoning behind the inclusion of some or all of the terms and how it might affect how one perceives a story? (either through participation, written response, or other mode of expression)	- Activities using the content terms (word games/activity sheets) - Provide context through narratives already familiar with the class (prior knowledge, adaptable for all students) - Allow the exploration of information about any medium (ex. IMDB, Netflix, Nintendo Switch store, theatre productions, tweets, youtubers, etc.) - Use internet website/article/wikipedia examples with the projector

Extensions/Possible Cross-curricular Connections

Social studies (continuity and change, evidence/source credibility): always examine where our information is coming from, what time it was written in, who wrote it, who it was intended for…
- Have Ss look through school textbooks and compare it to an up to date online encyclopedia