

Subject/Grade: ELA	Lesson Title: Strategies	Teacher: Michaela Awale
Stage 1: Identify Desired Results		
Established Goals: CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts. a. View and demonstrate comprehension of grade appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters. b. Select and use task-relevant before, during, and after strategies to construct meaning when viewing.		
KUDs Know: Students will know that many elements contribute to the meaning of a text.		Essential Question(s): What strategies should I use to comprehend this text?
Understand: Students will understand that using a variety of strategies helps to increase success.		
Do: Students will be able to select appropriate strategies for certain tasks.		
Instructional Strategies: -reading literature as a class -graffiti wall -graphic organizers		
Stage 2: Determine Evidence by Assessing Learning		
Students will write in their journals and write what strategy or strategies we used as a class and why we selected those particular strategies.		

Stage 3: Build Learning Plan

Set (Engagement/hook) Length of Time: 10-15 minutes

Explain that today we will be practicing the strategies predicting, and conferring with others. Share the selected book and activate prior knowledge to ready the students.

Development: Length of Time: 30-40 minutes

Read through the book with the students stopping at pre-determined spots and asking students to predict what will happen next based on the images on the page. Have students turn to their partners to confer (discuss what they predict might happen.) After short conferences have students share their ideas, ensuring that they share what elements support their predictions. Then read on and discuss how/if predictions were correct.

Closure: Length of Time: 10-15 minutes

Have students write in their journals about what strategies they used and why they used them. Optional extensions: Would they use the same strategies again next time? Why or why not?

Materials/Resources:

Pre-selected picture book

Management/Engagement Strategies:

1-2-3 eyes on me

Adaptations:

Select partners for the students on their behalf to prevent social anxiety.

Allow students to hold a squishy or some other quiet fidget toy to aid with sitting still and focusing.

Stage 4: Reflection

Professional Development Plan (PDP)

My professional goal(s) for this lesson is/are:

- Set clear expectations
- Encourage students
- Integrate Indigenous perspectives and content