LESSON PLAN

Teacher	Candace Ivanco	Grade	2/3
Subject Area	English Language Arts	Dates:	May 20, 2023
Unit/Theme	Social / Emotional Learning	Time per Lesson:	65 minutes

Big Idea
Stories and other texts connect us to ourselves, our families, and our communities.

Curricular Competencies (What students will be able to DO.)	Content (What students will KNOW.)
Comprehend and Connect (reading, listening, viewing) • Use personal experience and knowledge to connect to stories and other texts to make meaning. Create and Communicate (writing, speaking, representing) • Exchange ideas and perspectives to build shared understanding. • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.	Story/text → • vocabulary associated with texts Strategies and processes → • reading strategies • oral language strategies • metacognitive strategies • writing processes Language features, structures, and conventions → • letter formation • sentence structure • conventions

Core Competencies
Communication: • Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. **Collaboration:** • Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. • They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. • Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices.

Language Objective	Oral Language Development

- communicate our background knowledge and experiences in partner groups
- describe empathy, generosity, and community
- use each term in a sentence to show understanding
- present final activity in small groups
	INPUT
	    Can the student understand what is being discussed?
	
	OUTPUT
	    Can the student formulate a response?

Key Vocabulary (Pre-Teach)	Materials for Lesson
• Community (review) • Prediction (review) • Empathy • Generosity • Wants • Needs	• Book "Those Shoes" by Maribeth Boelts • Needs/Wants T-Chart for whiteboard • Pictures of different articles of clothing • Vocabulary cards with images • Reader's Theatre handouts for students • Paper (to design their own shoe)

LESSON PLAN

SIOP FEATURES		
(Check all that apply)		
PREPARATION	**SCAFFOLDING**	**GROUP OPTIONS**
o Adaptation of content	o Modeling	o Whole class
o Links to background	o Guided Practice	o Small groups
o Links to past learning	o Independent Practice	o Partners
o Strategies incorporated	o Comprehensible Input	o Independent
INTEGRATION OF PROCESSES	**APPLICATION**	**ASSESSMENT**
o Reading	o Hands on	o Individual
o Writing	o Meaningful	o Group
o Speaking	o Linked to objectives	o Written
o Listening	o Promotes engagement	o Oral

STUDENT ACTION	TEACHER ACTION
	Introduction (5 minutes)
Meet on the carpet using transition song.	*"Today we are going to talk about needs and wants."*
Students sit in a circle on the carpet and show they are ready for listening.	Show student the T-Chart and put images of different articles of clothing on the whiteboard.
	REMEMBER: Recall and Define (10 minutes)
	THINK ALOUD: *"These are some great looking clothes!" I want all of them!"*
INDIVIDUAL PRACTICE Students are chosen randomly using the 'sticks of opportunity'. (5 children are chosen to share.)	Show some of them images to the students. *"Which ones would you want?"* *"These are all great choices. But I wonder which ones we 'need' and which ones could be 'wants'.*
VOCABULARY CARDS Students read cards when pointed to.	Place vocabulary image cards on the whiteboard and review meanings of need and want.
Students put hands up to share where they think each image should be placed. Leave this on the board for children to see.	*"Let's sort these images together and place them under the either the needs or the wants on the chart."*

LESSON PLAN

	Leave the images as chosen. (Revisit after the story.)
THINK/PAIR/SHARE → One student from each partner groups shares one idea they talked about.	**UNDERSTAND: Identify and Recognize** (5 minutes) *"Let's read the story Those Shoes by Maribeth Boelts."* Show the cover of the story. *"What do you think the story is about?"* Listen to student responses. *"Thank you! These are great predictions."* (Students know what a prediction is from a previous lesson.) *"Let's read our story." "As you are listening, I want you to think about how the character is feeling."*
(READING LANGUAGE SKILL) Students listen to the story. **GROUP DISCUSSION** Students raise hands to share their ideas. Students practice whole body listening while participating in the group discussion.	**ANALYZE: Organize and Integrate** (15 minutes) Begin reading the story using document camera. During reading, pause at pre-determined points to discuss: (mark pages with post it) → *How is Antonio feeling?* → *What choices is Jeremy dealing with?* → *What is Jeremy going to do?* → *Why is this a hard choice for him?* After reading, discuss the following questions with the students: → *Why do you think Jeremy gave his shoes to Antonio?* → *How did this act of generosity make both of the boys feel? (Place vocabulary card on the board to discuss meaning.)* → *Have you heard the word empathy before? It means … (Place vocabulary card on the board.)*

	➔ *What is an example of empathy from the story?*
(ORAL LANGUAGE SKILL) **SMALL GROUPS** Pull 'sticks of opportunity' to create random groups of three. **STUDENT OPTION** Each student can have a job: - Designer - Artist - Presenter Students gather supplies: poster paper, pencils, markers and find a spot in the classroom to work. **STUDENT PRESENTATIONS!!!**	**APPLY & CREATE: Implement, Plan and Produce** (20 minutes) Create your own pair of shoes! *"In small groups, you are going to design your own pair of shoes."* (Black and white image of blank shoes on SMARTBoard to help guide students.) *"You will have 15 minutes to work together to draw and design your shoes."* *"Once completed, your group will give a 1 minute sales pitch as to why we should buy your shoe."* (students choose who will present).

First People's Principles of Learning
• Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Universal Design for Learning
• Think Aloud (visualization, making connections) • Manipulatives (experiential) • Partner Activities (Think-Pair-Share) • Interactive Component (closing activity) • Vocabulary Cards (visualization, comprehension) • Graphic Organizer (organize thoughts, process learning) • Open Ended Questions (deeper thinking) • Journal (reflection, relationships, communication)

EVALUATE – Checking and Critiquing. (10 minutes)
Formative Assessment ➔ **Participation:** Students participate during discussion and closing activity. **Summative Assessment** ➔ **Self-Assessment (WRITTEN LANGUAGE SKILL)** **Journals:** Students write about their own experience in their reflection journal.

LESSON PLAN

Teacher Reflection:
- What worked well: - What did not work well: - Changes I will make for next time:

REFERENCES:

Lesson Plan adapted from Mr. Basaldua's Blog Retrieved from: https://mrbasaldua.home.blog/2019/04/30/siop-lesson-plan-for-reviewing-areas/.

https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-second-language-learners-vocabulary-oral-language.pdf?sfvrsn=67f9a58e_6.

Lesson adapted from: https://www.learningtogive.org/resources/those-shoes-literature-guide

CAST. (2022). *About Universal Design for Learning*. Retrieved from: https://www.cast.org/impact/universal-design-for-learning-udl.

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/.