

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title:	Charlotte's Web of Character Traits!	Lesson #	1	Date:	Nov 26 2020
Name:	Molly Tonkin	Subject:	ELA/ Reading	Grade(s)	: 4

Rationale:

To help familiarize students with picking out character traits they will read aloud for the class to practice valuable reading comprehension and also increase confidence in public speaking and their own comprehension.

Core Competencies:

Communication	Thinking	Personal & Social
(4) I am an active listener and speaker. I share my ideas and try to connect them with others' ideas, I ask clarifying questions and check for understanding when appropriate, and I test my ideas with others and consider their input.	(3) I can ask open-ended questions, explore, and gather information. I can contribute to and use criteria. I use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions.	(4) I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain why I make specific choices. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images, and describe some ways that I participate in, or am connected to, a community.

Big Ideas (Understand)

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. Using language in creative and playful ways helps us understand how language works.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Students will use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of the text. • They will also respond to the text in personal and creative ways. • While also developing and applying expanding word knowledge. 	<ul style="list-style-type: none"> • Students are expected to be able to explore and share their knowledge on literary devices such as theme, character, setting, plot, conflict, and purpose. • They will employ reading strategies such as using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences. • They will practice oral language by including tone, volume, inflection, pace, gestures while they read aloud.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none">• Students will be able to read coherently with correction when necessary,• Write and print neatly so their work can be read and graded accordingly,• Evaluate characters' traits and personality to break down their position and role in the story,• Reflect on their own traits and be able to discuss them briefly in moments of self-reflection.	<ul style="list-style-type: none">• Assessment <i>as Learning</i>:• Students' prior knowledge is engaged with the lesson's opening questions.• Students are involved with their learning by monitoring their own progress and keeping up with class examples.• They ask questions, offer opinions and suggestions, and practice their comprehension skills.• They use teacher feedback on a play-by-play basis to correct and reinforce their understanding, working toward a united classroom goal.

Prerequisite Concepts and Skills:

Students will need an adequate fourth-grade level reading comprehension to follow along with the classroom read-aloud when chosen. For those who have trouble with this please see UDL and DI. Students will need to be prepared to listen well to follow instructions for the activity and will be expected to print a neatly as possible for their work to be graded later. Students will also be expected to know what a proper clean-up looks like after a lesson and activity are completed. These skills are necessary to build new knowledge and learning for strong ongoing academic success.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning requires exploration of one's identity. Through the class read-aloud and personal reflection assignment students will be intertwining themselves with a reflective view on not only the story's characters but their own self and traits as well.

Universal Design for Learning (UDL):

For students who struggle with reading, this lesson will be adapted as needed and it is assumed that at this point the students' skill levels are well-known to the teacher.
This lesson is wonderful for known auditory learners. They're engaged the entire time through the read aloud and clear instructions and activity.
Visual and kinesthetic learners will excel along with the activity, allowing their creative sides to emerge with the character webs.
If available, students may find other means of seating besides just their desks and chairs. We could sit in a circle on a carpet or even yoga balls. The teacher will provide strong feedback throughout the lesson, thanking or praising students for their contributions.

Differentiate Instruction (DI):

For those who struggle with reading stamina, they will be given smaller parts and provided correction and support when necessary. Those who have trouble with public speaking will also be taken into account in this manner, but will be asked questions throughout the reading and activity to bolster their classroom engagement in different ways. Those who excel in reading comprehension will be allowed to read for longer, challenging them along with their known skill levels.
Should the classroom not have enough books, screens or projectors will be used to display the text for all to see. Those who have visual impairments will be given their own copy of the text, or if their vision is inhibited entirely, will be asked to engage with the reading verbally instead of reading aloud.
The teacher will do each step of the activity with the students, showing off each step in their example for the whole class to see, until the students eventually get the hang of the assignment.

Materials and Resources

- Copy of E.B. White's *Charlotte's Web* (x20, or enough for whole class + teacher)
- Whiteboard/Chalkboard
- Dry-erase marker/chalk
- Pencils (x20)
- Large/long sheets of paper for activity (x20)
- Pencil crayons
- Markers

Lesson Activities:

Teacher Activities	Student Activities	Time
<p><u>Introduction (anticipatory set – “HOOK”):</u></p> <ul style="list-style-type: none"> - Begin the lesson by asking the students what kind of words they might use to describe someone. Give examples that range in different meanings such as: kind, impatient, gloomy, impressive, cheerful, etc. - Ask the students, are there differences between these words? Are some more positive or <i>better</i> than others? Why do you think that is? - What gives these words/adjectives meaning? Is it the person we associate them with? - Finally, ask the students how they would know someone is kind, mean, confident, etc. Use words that came up a lot among the students, words they are confident they know the meaning of. 	<ul style="list-style-type: none"> - Students are engaging with their prior knowledge and other classmates to collaborate with a mental list of known adjectives. - Students are providing their personal opinions on the meanings of words and the values they have when attached to other nouns. - Students reflect on their own self by providing meaning for the words they chose. 	<p>5 mins</p>

<p>Body: Reading of <i>Charlotte's Web</i>:</p> <ul style="list-style-type: none"> - As a class call the students together with their copies of <i>Charlotte's Web</i>. Use attention getting strategies like “show me your listening ears” or a variation of claps if necessary. - If the class yet to begin reading the book it can be picked up from first chapter and the lesson will still apply. For the sake of this lesson plan, we will be proceeding as though the class is reading chapters five (“Charlotte”) and six (“Summer Days”). - Ask for volunteers to begin the chapter. Cycle through students, telling them when to stop and start, making sure all eager students have a chance to read-aloud. Should any student struggle with a word or phrasing, correct them gently but allow them to give their best attempts at sounding the word out before adding any critique. - Every time a student stops their reading and a new character is introduced, call attention to that character by asking a couple students what they think about them. (ie. Do they seem like a helpful character? Do they strike you as a hero? Do you think they're important to our plot? How so?) - At the end of the reading thank the students for their wonderful reading and staying on task. Small round of applause. - If necessary collect the books or have the class put them away in their desks/cubbies. 	<ul style="list-style-type: none"> - Students will be practicing their reading comprehension directly by taking turns reading aloud to the class. They will be expected to remain on task and at attention so they are ready when called upon to read. - Students will be engaging not only with the words on the page, but their feelings about the text and characters. - Students are keeping their learning areas clear of clutter. 	<p>20 mins.</p>
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<p>Activity:</p> <ul style="list-style-type: none"> - Waiting for the class to be seated and quiet, hand out the sheets of paper for our activity, keeping one for the teacher’s example. Leave colouring utensils for later to promote organization and good attention. - Ask students to fold their big paper in half like a book. The teacher will do the same, holding up their example for them all to see. - Ask students what characters were featured in the two chapters we read (ie. Charlotte, Wilbur, Templeton, Fern). Write those names on the whiteboard so students are aware of their spellings. - Using these suggestions, have students write down Charlotte’s name in pencil on the first inside page. They can pick the other two characters themselves and write them on the last inside page and the back page of their book. The front page of the book will be blank for now. - Ask the students to brainstorm as a class the kind of traits we know each of these characters have (ie. Charlotte is smart and kind, Wilbur is silly excitable, Templeton is lazy and greedy, etc). Write these suggestions on the board for the students to see. - Ask the students to pick at least five words to describe Charlotte and draw a line from that word to the circle, showing an example on the teacher’s paper. - Finally, we’re going to connect each of these lines the way a spider might connect her web. Showing the class how this is done, draw several swooping lines like a spider’s web. - Once this is done, ask the students: “Now this web makes up what?—A character! And not just any character, but Charlotte! Each word makes up a different part of Charlotte’s personality and story.” - Allow the students to fill out the pages for the other two characters. When they are done, we will flip to the front of the book. - Ask them to write their name in the centre of the front page and circle it. Each student will now pick words that they’d use to describe themselves, making their own Web Word Map. - Students who finish this early will be asked to colour their book. 	<ul style="list-style-type: none"> - Students engage with the reading they just did. - Students use prior knowledge and knowledge learned from the reading to describe the characters they’ve met. - Students take their learning upon themselves to participate with the activity. - Students connect the lesson with themselves personality, looking inwards and using their vocabulary knowledge in a creative way. 	<p>20 mins</p>
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<p>Closure:</p> <ul style="list-style-type: none"> - Go through the characters' webs and ask the students what kind of characters they think they are (ie. the 'bad' guy, the 'good' guy, the hero, the protagonist, etc.) - Ask them: "At the end of the book, do you think some of these maps would have changed? Would the characters be the exact same at the end?" - Finally, head back to the front pages of the book. Ask the students: "do you think you will always be the same, or like Wilbur and Charlotte, do we change as we grow?" - Give the students a round of applause for the lesson, thanking them for their participating and attention. - Ask them to collect their colouring utensils and return them to the right bins and collect the Web booklets. 	<ul style="list-style-type: none"> - Students provide their own opinions. - Students begin to ponder the natural change/progression that happens to people and character over time. - Students pat themselves on the back for job-well-learning. - Students take responsibility and clean up after themselves. 	5 mins
Total Lesson Time (Approx.) :		50 mins

Organizational Strategies:

- Students will be seated in a manner that is cohesive to active listening.
- Materials and supplies such as colouring utensils and paper will not be handed out until the class is showing their engagement and active listening skills.
- Teachers will made use of listening strategies (ie. three claps, "show me your listening ears", etc).
- Students will be asked to remain in their seats until they're permitted allowed to move by the teacher.
- Students will also be allowed to work where they please or make use of exercise balls instead of chairs should that allow for better concentration and mood.
- Desks are arranged in pods of four or pairs of two to promote quiet and constructive working conversations.

Proactive, Positive Classroom Learning Environment Strategies:

- Cues such as visual cues (ie. finger on nose) or auditory cues (ie. three claps) will be used to gather the students' attention.
- The teacher will ensure that enough copies of the book are supplies for the whole class or that the text can be seen from either side of the classroom.
- The teacher will verbally acknowledge and thank students who are on task and will verbally address students who continue to distract others
- Behaviour expectations will be made clear – sit quietly and listen attentively without distracting other students, only speak if the teacher calls on you – by stating them before and during the lesson
- Read expressively when it is the teacher's turn to not only engage the students' interest but to show students how they might also read expressively.
- Questions will be promptly answered to not distract from the story.
- Those students who are distracted by others or are doing the distracting will be moved until they can quietly complete their tasks.
- Students will not be forced to answer or participate in classroom discussion, but will be encouraged to offer their opinions and feedback in one-on-one conversations later during the activity.

Extensions:

This lesson could become the introductory lesson on new literary elements focusing on this classroom reading of *Charlotte's Web*. From here teachers could plan a lesson around metaphors vs similes, symbolism and imagery, allegories, juxtaposition, foreshadowing, etc. Not every lesson has to be a read-aloud but employing at least a few would be beneficial to ensuring the practicing of students' reading comprehension. By the end of a unit like this, students would be able to tell the different literary devices apart and perhaps even write their own short stories that feature such devices.

Reflections (if necessary, continue on separate sheet):

reflections based on assumed class response—has not been taught/used in a classroom setting

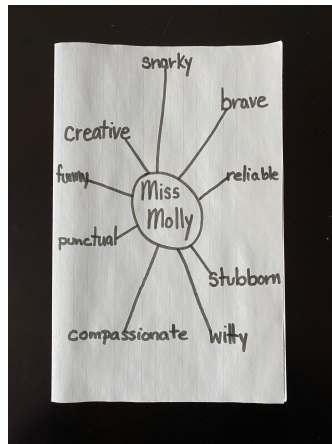
- Students appreciated the book and enjoyed its included illustrations.
- Students were able to made connections between themselves and the characters.
- Do not rush the reading of the story or the assignment; give time for them to actively think about how they view each character.
- Templeton and Fern's brother Avery were viewed as the villain. Some students thought this might change later in the story.
- I have concerns about a grade 4 reading level and what that actually looks like, but this concern cannot be tested/discovered until in a classroom setting.
- I see successes in the Web activity, as it connects directly back to the text and asks students to really reflect on their learning and prior knowledge.
- I see areas of growth in how I can connect the average lesson in with Aboriginal teachings/content and in how I might execute a lesson plan like this in an actual classroom where there might be other unknowns to deal with.
- Should this lesson plan flop because students not have adequate reading capabilities I would turn the classroom read-along into an *interactive* read-along where students are listening to the teacher read and the teacher stops to pose questions and gather feedback every so often, retaining that high level of engagement while not forcing their students into a level of reading they are not ready for/comfortable with.

Included below is an example of how I would illustrate the first page of the activity:

Step 1:



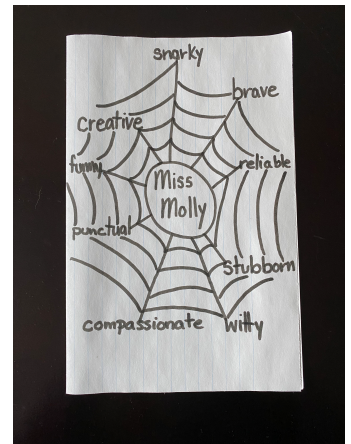
Step 2:



Step 3:



Step 4:



	Incomplete 0 points	Emerging (Below Expectations) 1 point	Developing (Approaching Expectations) 2 points	Proficient (Meeting Expectations) 3 points	Extending (Exceeding Expectations) 4 points
CRITERIA	The section was not completed by the student. Assignment may be returned to student for completion.	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
A. Rationale <ul style="list-style-type: none"> • Set Christie up to read your lesson plan! • Why are you teaching this lesson? • Why is this lesson important for students and their learning related to reading? • If applicable, why is this lesson important to you?! 	Incomplete	A rationale is presented but could use further development to articulate more reasons why the lesson is important.	The rationale demonstrates the beginnings of some good thinking about why and how the lesson is important for learning and teaching reading, but more work is needed to be complete and compelling.	A rationale related to how the lesson is important for reading development is complete and compelling!	The rationale is exceptional in communicating a developed and compelling “case” (set of reasons) for why the lesson is important for reading development.

<p>B. Connections to BC Curriculum</p> <ol style="list-style-type: none"> 1. Big Ideas 2. Core Competencies 3. Learning Standards: <ul style="list-style-type: none"> ○ Curricular Competencies (DO) ○ Content (KNOW) 	<p>Incomplete</p>	<p>One or more of the sections in the lesson plan – big ideas, core competencies, or learning standards have been missed or poorly chosen (i.e., do not relate to reading).</p>	<p>A more thorough selection of big idea, core competencies, and learning standards related to reading could be included.</p>	<p>Big ideas, core competencies and learning standards are included that support reading development.</p>	<p>There is a thoughtful and comprehensive set of big ideas, core competencies, and learning standards – both curricular competencies and content – related to reading included.</p>
<p>C. Instructional Objectives</p> <ul style="list-style-type: none"> • What do you want students to KNOW and be able to DO at the end of the lesson? • “By the end of this lesson, students will be able to…” • Link to learning standards 	<p>Incomplete</p>	<p>Instructional objectives are unclear and how they align with learning standards is not obvious.</p>	<p>Instructional objectives are present and complete, but do not necessarily align with the learning standards presented.</p>	<p>Instructional objectives are complete, and clearly communicate what the student is expected to know or be able to do at the end of the lesson. An attempt to align objectives with learning standards has been made.</p>	<p>Instructional objectives are complete, and clearly communicate what the student is expected to know or be able to do at the end of the lesson. Objectives strongly aligned with learning standards.</p>

<p>D. Assessment</p> <ul style="list-style-type: none"> • What kind of assessments are being used in this lesson? • How will you find out what students know at the BEGINNING of your lesson (Remember this can be really informal!) • What are the contents of their schemas? • What can they do/not do? • How will you know if students met your objectives? 	<p>Incomplete</p>	<p>Ideas for beginning and/or end assessments are included, but they do not necessarily align with prerequisite concepts and skills, and instructional objectives.</p>	<p>Ideas for beginning and end assessments are included. More development is needed to align them with what students should know/do coming into the lesson (i.e., prerequisite concepts and skills), and instructional objectives (what should students know/be able to do at the end of your lesson) is needed.</p>	<p>A great attempt at including appropriate beginning and end assessments has been made. They do a good job of aligning with prerequisite concepts and skills, and instructional objectives.</p>	<p>Strong beginning and end assessments are included that clearly align with checking what students should know/do coming into the lesson (i.e., prerequisite concepts and skills), and instructional objectives (what should students know/be able to do at the end of your lesson).</p>
<p>E. Prerequisite Concepts and Skills</p> <ul style="list-style-type: none"> • What reading-related concepts should students ideally KNOW coming into this lesson? • What reading-related skills should students be able to DO coming into this lesson? 	<p>Incomplete</p>	<p>Ideas about what students might know and be able to do coming into the lesson are present, but are not appropriate for the age and stage of the lesson.</p>	<p>Some appropriate ideas about the skills and concepts that students would be expected to have at the start of the lesson are present, but further development is needed.</p>	<p>A great attempt at listing prerequisite concepts and skills related to reading is presented!</p>	<p>With respect to what was covered in our course, a strong understanding about what students should know and be able to do coming into the lesson presented. Concepts and skills are age and stage appropriate.</p>

<p>F. Equity, Diversity, & Inclusion (EDI)</p> <ol style="list-style-type: none"> 1. Indigenous Connections/First Peoples Principles of Learning 2. UDL (Universal Design for Learning) 3. DI (Differentiated Instruction) 	<p>All three sections are incomplete.</p>	<p>One or more sections are incomplete and underdeveloped.</p>	<p>Initial ideas in all three sections are presented, but could use development, and/or do not express a strong understanding about EDI.</p>	<p>Great attempts at all three sections have been made!</p>	<p>All three sections are thoughtfully and thoroughly completed: (1) Indigenous connections are meaningful, (2) UDL is framed via the 3 main principles, and (3) DI has been framed with either some potential types of students in mind, and/or using the DI framework presented in our course (Week 8 slideshow)</p>
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<p>G. Lesson Activities</p> <ul style="list-style-type: none"> • Hook/schema activation • Body • Closure 	<p>Incomplete</p>	<p>Lesson activities are unorganized and underdeveloped. There is no hook and/or closure. It is not apparent how the lesson activities relate to reading.</p>	<p>Lesson activities are present but require more detail. Hook and/or closure could also use development. That said, it is clear the activities relate to supporting reading development.</p>	<p>Lesson activities are related to reading are thoughtful and appropriate for the grade. Activities logically connect to the BC curriculum learning standards. Hook and closure are present.</p>	<p>Lesson activities are: related to reading, well detailed, logically connected to the BC curriculum, and include an engaging hook and thoughtful closure.</p>
<p>H. Other:</p> <ul style="list-style-type: none"> • Materials & Resources; • Organizational Strategies; • Proactive, Positive Classroom Learning Environment Strategies; • Extensions 	<p>All four sections are incomplete or not completed well.</p>	<p>Two areas are thoughtfully and thoroughly completed.</p>	<p>Three areas are thoughtfully and thoroughly completed.</p>	<p>All 4 areas are thoughtfully and thoroughly completed.</p>	<p>All 4 areas are thoughtfully and thoroughly completed; extensions include great ideas for reading-related activities.</p>

<p>I. Reflection – Guiding Questions</p> <ul style="list-style-type: none"> • What questions/ concerns do you have about your lesson plan? • Where do you see successes? Why? • Where do you see areas for growth? • Where do you see potential “flops”? Why? • What “Plan B” do you have in mind for potential flops? 	Not completed	The reflection is underdeveloped in a number of ways.	The reflection is thoroughly and thoughtfully completed; it addresses some of the guiding questions.	The reflection is thoroughly and thoughtfully completed; it addresses many of the guiding questions.	The reflection is thoroughly and thoughtfully completed; it addresses <i>all</i> of the guiding questions.
<p>J. Writing Conventions:</p> <ul style="list-style-type: none"> • Spelling • Grammar • Sentence structure and/or, • Bullet point structure (Use of bullet points that someone else can read and make sense of, and not the ones you take for yourself!) 	N/A	There are many distracting errors in writing conventions.	There are a few errors in writing conventions; they are distracting to the reader.	There are a few errors in writing conventions, but they do not interfere with readability of the lesson plan. (I always seem to miss a few small errors no matter how much I try to proof-read.)	There are no errors in writing conventions.