

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Greater Essex County District School Board**

**Grade(s): 2**

**Subject(s): Language**

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| **BIG IDEAS:****We can retell a story that has been read to us.****Curriculum Expectations:****OVERALL:**-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;-ead and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;**SPECIFIC:** **Oral Language**1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details**Reading**1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details1.7 identify the main idea and some additional elements of texts |
| **Learning Goals:**“We are learning to…”**Retell a story** | **Success Criteria:** “We will be successful when we…”* **Include the setting**
* **Include all the important events in order**
* **Orally share the events in the story**
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| **Lesson Overview:****Students will create a path for the Ozobot that takes it past all of the important events in the story. At each event, the students will include a special code to indicate the event in the story. Students will present their Ozobot retell map to the class and talk about the events that happen in the story.** |
| **Materials and Technology:** Book : The Gingerbread Man (or other text)Chart paperMarkersOzobots |
| **Student Accommodations/Modifications:** * **Students will share retell map with teacher or small group only**
* **Students may need to use text to refer back to**
 | **Lesson will be differentiated by:*** **Content, specifically:**
* **Process, specifically:**
* **Product, specifically: presentation of retell**
* **Environment, specifically:**
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| **MINDS ON: Getting Started** |
| During this phase, the teacher may: • activate students’ prior knowledge; • engage students by posing thought-provoking questions; • gather diagnostic and/or formative assessment data through observation and questioning; • discuss and clarify the task(s).  | During this phase, students may: • participate in discussions; • propose strategies; • question the teacher and their classmates; • make connections to and reflect on prior learning.  |
| **Describe how you will introduce the learning activity to your students.** After working on the elements of a retell in previous days, teacher will read “The Gingerbread Man” to class, asking students to listen for the important events that happen in the story. **What key questions will you ask?** How do we know if an event is important?**How will you gather diagnostic or formative data about the students’ current levels of understanding?**Observation and anecdotal notes **How will students be grouped? How will materials be distributed?** Students will work in partners of like ability. Materials will be available for students to pick up at front of the class. |
| **ACTION: Working on it** |
| During this phase, the teacher may: • ask probing questions; • clarify misconceptions, as needed, by redirecting students through questioning; • answer students’ questions (but avoid providing a solution to the problem); • observe and assess; • encourage students to represent their thinking concretely and/or pictorially; • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may: • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.); • participate actively in whole group, small group, or independent settings; • explain their thinking to the teacher and their classmates; • explore and develop strategies and concepts.  |
| **Describe the task(s) in which your students will be engaged.** Students will draw a path for the Ozobot on the chart paper, they will include pictures and/or words to represent the important events that happened in the story (in sequence). At each event, the students will include a special code for the Ozobot that matches the event in the story (e.g. running away from farmers – fast code). **What misconceptions or difficulties do you think they might experience?** Difficulties coding the special codes (size of colour blocks)\**How will they demonstrate their understanding of the concept?**They will include all events in the story in order.**How will you gather your assessment data (e.g., checklist, anecdotal records)?**Anecdotal records.Checklist.**What extension activities will you provide?**  |
| **CONSOLIDATION: Reflecting and Connecting** |
| During this phase, the teacher may: • bring students back together to share and analyse strategies; • encourage students to explain a variety of learning strategies; • ask students to defend their procedures and justify their answers; • clarify misunderstandings; • relate strategies and solutions to similar types of problems in order to help students generalize concepts; • summarize the discussion and emphasize key points or concepts.  | During this phase, students may: • share their findings; • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings; • justify and explain their thinking; • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?** All groups will share with whole group or with smaller group or just the teacher depending on level of comfort, ability etc.**What key questions will you ask during the debriefing?** Why did you have the Ozobot do that special code at that event? What else could the Ozobot have done? |