

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

**School Board: Huron Superior Catholic District School Board**

**Grade(s): 1**

**Subject(s): Language: Reading—Leaf Man**

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| **Lesson Objective: Students will do a reading response to a story.**  **Curriculum Expectations:**  **OVERALL:**  **1. read and demonstrate an understanding of a variety of literary, graphic, and informational**  **texts, using a range of strategies to construct meaning;**  **SPECIFIC:**  **Responding to and Evaluating Texts**  **1.8 express personal thoughts and feelings about what has been read (e.g., by using**  **visual art or music to communicate their reaction).** | |
| **Learning Goals:**  “We are learning to…”  … respond to texts and show our reaction. | **Success Criteria:**  “We will be successful when…”  …we have all of the parts of a "Rock Monster or Leaf Man." |
| **Lesson Overview:**  Students will read or listen to "Leaf Man" and then respond to the story. Then, students will use their own imagination to create their own version of a Leaf Man as a reading response to a story. | |
| **Materials and Technology:**  -iPads and/or computer with smartboard and projector  -book: Leaf Man by Lois Ehlert and/or  -link to oral and visual story of the Leaf Man on Youtube: <https://www.youtube.com/watch?v=efHumQDSscQ>  -access to internet  -access to outdoor play area to gather rocks and leaves  -construction paper  -glue  -scissors  -pencil | |
| **Student Accommodations/Modifications:**  **Students are seated according to IEP plans.**  **The story is available online or in paper copy, therefor teachers can have some groups reading the story while other students will listen to the story on Youtube.** | **Lesson will be differentiated by:**   * **Content, specifically: n/a** * **Process, specifically: some students can listen to the story rather than read the story.** * **Product, specifically: n/a** * **Environment, specifically: seat behaviour students in proximity to teacher** |
| **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.**  I will hook them with the book, then after the story, I will tell them what we would be doing.  **What key questions will you ask?**  What do you think your leaf man would look like?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Conversations and observations throughout the planning process.  I would be able to mark or give a grade to the student's final product.  **How will students be grouped? How will materials be distributed?**  This is an independent activity. Students will go outside to gather material that they will need to create their own version of a leaf man. Then I would have all other material available in the classroom. | |
| **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.**  The students will love to go outside and gather their materials. Then, there is the planning phase of what their leaf man will look like. Some students may choose to do an animal rather than a person.  **What misconceptions or difficulties do you think they might experience?**  I think a difficult part may be to get the items from outside to stick to the construction paper, especially if any of the items are wet.  **How will they demonstrate their understanding of the concept?**  They will demonstrate their understanding by putting their leaf man together to show their personal response to what they think their "leaf man or rock monster will look like."  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  I will walk around making anecdotal notes of how students are planning their final product, helping or prompting students who seem to have forgotten missing parts. It will be interesting to see what other details students will think to add to their monsters (earrings, running shoes, pony tails...and on and on).  **What extension activities will you provide?**  They could write their own version of a story on how their "leaf man, or rock monster" became one. | |
| **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)?**  I would like to put all of their work on a display, in a showcase to demonstrate that we are all makers...this time rock monster or leaf man makers. I will also give several students the opportunity to share their thoughts on how they planned out. Some students will add more details than other students and I will choose some of these students to describe their leaf-man (for example some students will add earrings or ponytails).  **What key questions will you ask during the debriefing?**  What did you learn by doing this activity?  Why did you choose those leaves or those rocks?  Why did you choose to do a dog or a cat instead of a person? | |