

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

**School Board: Bruce Grey Catholic District School Board**

**Grade(s): 1**

**Subject(s): Literacy**

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| **BIG IDEAS:**  **\*What is perspective/point of view? How might we be able to understand someone else's point of view?**  **Curriculum Expectations:**  **OVERALL:**  \*use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;  \*read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;  \*. generate, gather, and organize ideas and information to write for an intended purpose and audience;  \* draft and revise their writing, using a variety of informational, literary, and graphic forms  and stylistic elements appropriate for the purpose and audience.  **SPECIFIC:**  \*1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them;  \* 1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker;  \*1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective;  \*1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction;  \*2.1 write short texts using a few simple forms;  \*2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience. | |
| **Learning Goals:**  “We are learning to…”  -create and understand someone else's perspective | **Success Criteria:**  “We will be successful when…”  - we can create our own story of what the potato might be thinking |
| **Lesson Overview:**  - Read Aloud "I’m Bored" by Michael Ian Black.  - Students will come up with ideas on why the potato thinks that children are boring.  -Students will then recreate their own comic story, or diorama based on the perspective of the potato. | |
| **Materials and Technology:**  -consumable materials - cloth, markers, eyes, various types of paper, toilet paper rolls etc  -shoeboxes  -potatoes | |
| **Student Accommodations/Modifications:** | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **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. |
| Brainstorm times (as a whole group) when students felt bored.  Read aloud the text “I’m Bored”.  **Describe how you will introduce the learning activity to your students.**  Talking about “perspective” and what that means. Thinking about how the potato might feel.  **What key questions will you ask?**  Where does Potato come from? How does Potato feel? Why does Potato think kids are boring? What does Potato like about flamingos?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Record a snap shot using sesame snap of all ideas students came up with. Record observations of students understanding using anecdotal notes.  **How will students be grouped? How will materials be distributed?**  Students will be grouped by their already assigned reading groups. Each group will get a comic strip template, and a shoe box and consumables, and potatoes. | |
| **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.**  Creating a comic, diorama, or even a “play” (using the potatoes as characters) to portray the point of view of the potatoes.  **What misconceptions or difficulties do you think they might experience?**  Students understanding what point of view actually means.  **How will they demonstrate their understanding of the concept?**  Through their writing/presentation of their finished product.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  A checklist of success criteria beside a class list of names. During creation time, it can be checked off beside each student’s name which criteria they have mastered. Observational notes as well as sesame snap will be used.  **What extension activities will you provide?**  Presentations of projects. | |
| **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 present to the class.  **What key questions will you ask during the debriefing?**  For each group to explain the point of view of the potato from another group’s presentation. | |