

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

Lesson Plan								
Lesson Title:	Preview Walk		Lesson #	1		Date:	October 14, 2022	
Name:	Hannah Parker		Subject:	ELA		Grade(s)	6	
						•		
Rationale:								
reading it. T summary, a	is important because stu hey will be making predic nd more. They will also b Gorilla and Elephant)	tions and inferer	nces based	on cov	er pages,	chapter ti	tles, book	
Core Comp	etencies:							
Communicat	nication Thinking		Per		Persona	l & Social		
<u>Communica</u>		Critical Thinkin	_					
	ll be discussing	Students will be identifying						
	he book in elbow	features of the book and making						
1 '	d in whole-class	connections to	_					
	o make predictions and	content that book might have.						
inferences a	bout the novel.							
	Understand) nd sharing multiple persp	ectives extends	our thinking					
Learning S	tandards (DO)				(KNC	OW)		
Learning Standards - Curricular Competencies			Learning Standards - Content					
Comprehend and connect (reading, listening, viewing) Think critically, creatively, and reflectively to explore ideas within, between, and beyond			Story/text					
texts Create and communicate (writing, speaking, representing) • Exchange ideas and viewpoints to build shared understanding and extend thinking								
	al Objectives & Assess							
	tructional Objectives (students will be able to)		Assessmer					
	Students will be making inferences and		Formative (completion)					
predictions about the book.			• Pre	view W	/alk hand	<u>out</u>		
Prerequisit	e Concepts and Skills:							
Ability to rea	•							
Ability to wri								
Ability to work in groups								

Indigenous Connections/ First Peoples Principles of Learning:

Learning requires exploration of one's identity

In this lesson students will discover features of the book to make predictions and even connections to themselves. There will be a chance to do some self-assessment in which students will find out if they know anything about elephants or gorillas (two main characters in the book).

Universal Design for Learning (UDL):

1.MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:

- Visual Representation: books and handouts are in physical form
- Oral Representation: instructions and discussion in oral form
- Digital Representation: book and handout can be provided in digital form

2.MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

- Reading the book
- Discussion the book
- Coloring the cover page
- Writing down information about the book

3.MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:

- Class Discussion: this creates opportunity for students to get involved (not just merely listening to the teacher instruct).
- Popcorn participation: students will be contributing a finding from the book and sit down when they have shared
- Partner Discussion: students will be discussing the front page in elbow partners (2 in a group)
- Individual worktime: students will be working on their own to read and make discoveries about the book.

Differentiate Instruction (DI):

ESL Learners

- Provide instructions one-on-one after giving out instructions to whole class
- Peer support: They can work a partner to read and demonstrate card
- Handout and book can be in digital format for a read-aloud option

Behavioral Diversability

- Provide encouragement to keep these students on task.
- Have scaffolds and instruction sheets to keep students on task and to go back to.
- Move students if distracted
- Give points out for guiet worktime during the preview walk section of the lesson

Materials and Resources

One and Only Ivan by Katherine Applegate (30 copies)

Preview Walk handout (30 copies)

Cover Page (30 copies)

Pencil crayons

Teacherpayteachers.com

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"):		
Show Book Cover		10 min

 Show students the cover of the book Gorilla and elephant on cover Have them turn to their "elbow buddy" and have them discuss Where do gorillas live? What does their habitat look like? What do gorillas eat? Where do elephants live? What does their habitat look like? What do elephants eat? What do you know about elephants? What are they known for? Is their any similarity between gorillas and elephants? 	Students discuss the given questions with the person sitting next to them	
Preview Walk • Handout a book to each student	Students receive and book and handout	10 min
 Handout a book to each student Handout worksheet 	Students receive and book and handout	
 Instructions: (Learning target: I can 	Students look through their book and	
predict what the book is going to be about)	record their findings	
o Look at the cover		
 Read the description on the back 		
o Look at the illustrations		
 Open the book and look at some chapter titles Do a kip skim through the book Record your findings on the worksheet (leave the prediction boxes empty) For those that have seen the movie: have them think hard about the illustrator's choice Why that font? Why arranged that way? Why such a dark background? Class Discussion Have students share their findings for each section Cover Art Illustrations Repeated Words or Names Chapter Titles Story or Book Summary (on back of book) 	Students share their findings with the class	5 min
Closure:		15 min
 Prediction After each section is shared give time for students to put their prediction about the book 	Students make their predictions about the novel's storyline, characters, setting, etc.	

- Take note of the George Eliot Quote at the start, "It is never too late to be what you might have been."
 - Have students on the back of their handout (after discussion) to put down what they think that quote might mean

Students write down on the back of their handout what they think the quote on the first page means.

Organizational Strategies:

Use popcorn strategy: every student stands up and once they share a finding they can sit down.

Establish a call on a response technique: 3, 2, 1 Stop and Listen

Model activities first before have students do them on their own

Have a clipboard to write down some names of students who might be struggling

Go over learning target before and after lesson

Re-arrange elbow partners if needed

Proactive, Positive Classroom Learning Environment Strategies:

Greet students as they come into the classroom

Call on the students by name

Praise students who are on task and encourage students who are not on task

Re-iterate instructions multiple times

Have students sit by classmates that won't distract them

Extensions:

Instructor can handout a cover page for the students to color and decorate to start out their unit in their duotong or binder.

Reflections (if necessary, continue on separate sheet):

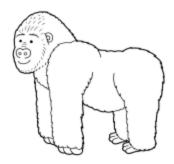
N/A

Name_ READING STRATEGY: PREVIEW WALK Before you read the story or book, take a preview walk through it, and record your findings of the text features listed below. ş Use these clues to predict what might happen in the story. è Text Features What I Found What I Predict Ì ì Cover Art Ì Ì ş Illustrations è Ì ì Repeated Words or Names ì Ì Ì Chapter Titles ş ì ì Story or Book Summary ion the back or on the inside cover) RL 5.10/RL 4.10/RL 5.10/RL 6.10 W W W W W W W W W W W W W W W W W W W

STUDENT CHAPTER PACKET

THE ONE AND ONLY IVAN

By Katherine Applegate



Name

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