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| **Lesson Title:** | | Community of Learners and Graphic Novels | | | **Lesson #** | | **1** | **Date:** | **May 1, 2018** | | |
| **Name:** | **Josh Boldt** | |  | **Subject:** | | **Language Arts** | | | | **Grade(s):** | **4/5** | |

**Rationale: (lesson context and reasons why lesson matters)**

This lesson is a continuation of our Community of Learners. It allows for students to create their own writing, share with others what they have written and ask for advice at times when they get stuck. We have an author of the day that will share a story that they have written with the class and the class with visualize and the story and have time to ask questions about it.

***Curriculum Connections : (which can be: big ideas / learning standards /curricular competencies/core competencies)***

[*https://curriculum.gov.bc.ca/*](https://curriculum.gov.bc.ca/)

* ***Access information and ideas from a variety of sources and from prior knowledge to build understanding***
* ***Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text***
* ***Synthesize ideas from a variety of sources to build understanding***
* ***Consider different purposes, audiences, and perspectives in exploring texts***
* ***Apply a variety of thinking skills to gain meaning from texts***

**Learning Intentions- (learner friendly language such as: I can …..)**

I can listen to a story being read and question the happenings in the story

I can use inquiry to find deeper meaning in picture books

I can write down my questions and thoughts as the story is being read

I can write a response to the book using my own opinions

**Prerequisite Concepts and Skill :( for student success)**

Listening skills

Prior experience developing questions

Writing skills

**Materials and Resources with References/Sources:**

|  |  |
| --- | --- |
| **Teacher** | **Students** |
| Overhead  Printed copy of Author of the day’s story | Pencil  Graphic Novel writing book |

**Differentiated Instruction (DI): (accommodations)**

The class has a wide range of skills and abilities so the pacing of the story reading will have to accommodate for all styles and abilities.

**Assessment and Evaluation: (formative and summative possibilities related to curricular connections)**

Through discussions as the book is being read and checking the questions that the students developed during the lesson I will be able to ensure the students are on track and be able to help them deepen the level of questions they develop

**Organizational/Management Strategies: (anything special to consider?)**

I must ensure that the students are actively listening by questioning a variety of students though-out the lesson I will circulate the room to ensure engagement. The formation of the class will change into a circle where each student is looking towards the class. This mitigates disruption.

***Possible Aboriginal Connections / First Peoples Principles of Learning***

*<http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf>*[and](http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf) *[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal\_education\_bc.pdf](http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf)*

The sharing of stories and the search for deeper understanding and lessons within the stories ties into Aboriginal Connections

**Lesson Activities:**

|  |  |  |
| --- | --- | --- |
| Teacher Activities | Student Activities | pacing |
| **Introduction** (hook/motivation/lesson overview)  Allow students to share the graphic novels that they have been writing. Ask students to name things in these novels that they like and things that they are curious about  Main  We will then move into the community of learners circle and students will have 20 minutes to work on the graphic novels that they have been creating.  Next I will hand out the Author of the day story and each student will have time to read it and add any imagery that they feel fits with the story.  The author will then read the story aloud followed by a questioning period and a short lesson on some ways that we can improve adding detail to stories and use proper punctuation  I will promote class discussion during the reading period to allow for better understanding of the nuances within the text  Wrap-up  Move the classroom back to its normal formation and break for PE | * Share with the class the novel they are writing * Ask questions and make comments on classmates books * Listen attentively * Ask questions and write them down during the questioning period * Search for deeper understanding within the text * Listen to the author of the day * Ask relevant questions to show a deeper understanding and growth in their meta-cognitive strategies * Use this time to develop better writing practices through learning from classmates and through the lesson at the end of the class * Efficiently move the room back to its original state | 5mins  40mins  5mins |

Author of the day’s story “Tim”

on the weekend me and cruz N. had a Nerf war and I won. Then me and cruz N. went to the pool. We had a fun time but we were fighting. we Had a water war. We flipped each other. I lost my goggles at the Bottom But Then we found Them. Sadly, after That He Had to go, But I Had an awesome weekend.