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| **Lesson Title:** | Picture Book Inquiry ( Zen Ghost) | **Lesson #** | **1** |  **Date:** | **October 31, 2017** |
| **Name:** | **Josh Boldt** |  | **Subject:** | **Language Arts** | **Grade(s):** | **4/5** |

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

***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

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

Listening skills

Prior experience developing inquiry questions

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

|  |  |
| --- | --- |
| **Teacher**  | **Students** |
| Zen Ghost Picture BookInquiry Graphic organizer ( Hole Punched ) | PencilInquiry question 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. There will be breaks in the story that will allow for discussion but during the story telling the students must be quiet, writing questions, and focused.

***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)Ask students to meet at the reading areaHand out their inquiry booksIntroduce the graphic organizer and explain how to use it. Introduce the storybook ( ZEN GHOST)MainHave students fill out the top of their graphic organizer with the name of the book, their name and the authorShow the students the cover of the book and ask them to start developing questions that they haveWhile reading the book stop after each page and allow the students to write down any questions that they have. Allow time for students to share the questions they have in order to promote sharing and also to give other students an idea of other questions that are being askedPromote class discussion during the reading period to allow for better understanding of the nuances within the textWrap-upAsk the class to return to their tables and write a short reflection on the story we read. There is space provided on the graphic organizer. | * Quickly and without issue come sit at the reading area. Collect their books and organizers and put the organizer in their inquiry books
* Listen attentively
* Ask questions and write them down during the questioning period
* Search for deeper understanding within the text
* Listen to what other are sharing
* Ask relevant questions to show a deeper understanding and growth in their meta-cognitive strategies
* Write a thoughtful reflection about the story we read. Include questions that were not answered
 | 5mins25mins10mins |

 Name\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Zen Ghost Inquiry Questions**

|  |  |  |
| --- | --- | --- |
|  Questions | Answered | WonderAbout Still |

 Name\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Zen Ghost Inquiry Reflection**

Now that you have read the story **Zen Ghost** think back and write your thoughts on what happened in the story. Include any questions that you still have.

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