

Lesson Title: Making Connections to the word "Celebration" Lesson # 1 Date: _____

Name: Mr. Armstrong Subject: English Language Arts Grade(s): 2/3

Rationale:

Vocabulary instruction is an important part of building a foundation for story writing as well as reading comprehension. This lesson allows students to explore the meaning of the word "celebration" as well as words connected to it. Through group discussions and a graphic organizer activity, students will make connections to celebrations and traditions by using prior knowledge and personal experience.

Curriculum Connections: <https://curriculum.gov.bc.ca/>

Big Idea: Stories and other texts connect us to ourselves, our families, and our communities.

Content: vocabulary associated with texts, writing processes, talking and thinking about learning

Curricular Competencies:

Comprehend and connect (reading, listening, viewing)

Use personal experience and knowledge to connect to text and make meaning

Use sources of information and prior knowledge to make meaning

Create and communicate (writing, speaking, representing)

Exchange ideas and perspectives to build shared understanding

Core Competencies: Communication, thinking

Learning Intentions	Activity	Assessment
Students will be able to: -Connect new vocabulary to words that they already know -Express personal response to vocabulary through writing - Describe familiar celebrations	-Participating in listening, visualization, representing -Completion of graphic organizer	-Contributions to whole class and pair activities -Participated in each strategy -Made connections to keyword "celebrations" -Used personal experiences to connect to vocabulary

Prerequisite Concepts and Skill :(for student success)

Word and letter formation, ability to listen, respond visually

Materials and Resources with References/Sources:

For Teacher	For Students
White board, Brainstorming chart, coloured board markers	Graphic organizer, pens/pencils

Differentiated Instruction (DI): (accommodations)

Move around the room to engage each learner. Encourage some writing and speaking. Suggests words. If students struggle to write, allow/encourage students to visually represent their vocabulary by drawing.

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

Students will be grouped in pairs, struggling writers will pair up with a teacher to assist them in the brainstorming and writing process.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

Show awareness of how story in First Peoples cultures connects people to family and community.

Learning is embedded in memory, history, and story.

Learning requires exploration of one's identity.

Lesson Activities:

Teacher Activities	Student Activities	pacing
<p>Introduction: <i>(hook/motivation/lesson overview)</i></p> <p>Students will watch a video about Traditional First Nations Celebrations (Pow Wow Dances, Drum Music, Ceremony, and Full Regalia) (visual)</p> <p>https://www.youtube.com/watch?v=755HZydxL3w</p>	<p>Listening and viewing. Thinking, discussing and sharing as a class.</p>	<p>5 mins</p>
<p>Adaptation for practicum: Show students a series of images. Have students interpret the images. What words come to mind?</p> <p>Body: <i>(lesson flow/ management)</i></p> <p>Teacher will write the word “Celebration” on the board. Brainstorm and discuss what the word means. Ask students if they can think of other words associated with it from the video.</p> <p>Teacher will write words on the board in a web.</p> <p>Teacher will ask students to reflect on their own personal experience: Ask students “When you think of your family celebrations and traditions, what comes to mind? What words can you think of?”</p> <p><i>What celebrations do you and your family have? What other celebrations can you think of in our community? What happens during these celebrations?</i></p> <p>Provide students with graphic organizer. The headings will include spaces for students to write familiar celebrations (Christmas, birthdays, Halloween etc) students will brainstorm words associated with their chosen celebrations. Ask students to visually represent their words by drawing a small image.</p>	<p>Thinking and sharing. In pairs, students will discuss and brainstorm words that reflect the video of First Nations celebration. <i>(possible answers: food, gift giving, dancing, games, stories)</i></p> <p>Students share answers with the class. Speaking.</p> <p>Students visualize and write.</p> <p>Students will work independently and begin to fill out their graphic organizer. Words can represent multiple celebrations (Ex. Christmas, birthdays, Halloween, turkey, Christmas music, Santa, gifts, stockings, egg nog) Students can draw an image to represent their celebrations. Writing and drawing.</p>	<p>25 mins</p>
<p>Closure: <i>(connections within lesson or between lessons, sharing successes, summaries)</i></p> <p>Invite students to share their graphic organizer with the class. Display on Elmo projector.</p> <p>Help students identify similarities and build a class understanding that many celebrations include common features.</p> <p><i>*Teacher will send home note to parents. Ask them discuss celebrations and traditions with their children to inspire and provide content for their writing activity.</i></p>	<p>Students can choose to show their graphic organizer / drawings to the class.</p> <p>Classmates can read the words and find similarities in their own wordlists.</p>	<p>5 min</p>

Reflections: (over)

Lesson Title: Story: I'm in Charge of Celebrations Lesson # 2 Date: _____

Name: Mr. Armstrong Subject: English Language Arts Grade(s): 2/3

Rationale: (lesson context and reasons why lesson matters)

This lesson will allow the students to compare the way that they like to celebrate to the main character (an Indigenous girl) in *I'm in Charge of Celebrations* using a Venn Diagram. The students will learn about different celebrations as well as hearing about some original ideas for celebrations coming from the girl in the book. Students will be able to connect the ways that they celebrate to the girl in the book. We will create a Venn Diagram with the ways that we (the class) likes to celebrate, how the girl celebrates, and the connections between how we celebrate to how the girl celebrates. The students will also get to see pictures of the book and make predictions about what is happening next through class discussion.

Curriculum Connections : <https://curriculum.gov.bc.ca/>

Big Idea: Stories and other texts help us learn about ourselves, our families, and our communities.

Curricular Competency: Comprehend and Connect (reading, listening, viewing):

- Use sources of information and prior knowledge to make meaning
- Make connections between ideas from a variety of sources and prior knowledge to build understanding
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community

Create and communicate (writing, speaking, representing):

- Exchange ideas and perspectives to build shared understanding
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation

Content: Story/text:

- text features

Strategies and Processes:

- oral language strategies

Core Competency: Communication, Creative Thinking, Positive Personal & Cultural Identity

Learning Intentions	Activity	Assessment
<p>Students will be able to:</p> <ul style="list-style-type: none">- Verbally provide examples of ways that they like to celebrate (eat cake, birthday parties, etc.)- Listen to the story being read by the teacher and list ways that the girl in the book likes to celebrate- Make connections between how they (students) celebrate to how the girl celebrates- Make predictions of what event happens next in the book through visual representation in the book	<ul style="list-style-type: none">- Create a Venn Diagram on the whiteboard- Students will verbally provide examples of how they like to celebrate; teacher will add these words/sentences to one side of the diagram- Listen to the teacher reading the book, <i>I'm in Charge of Celebrations</i>, and provide examples of how the girl in the book celebrates during short breaks in the reading- After the examples of how the girl celebrates have been added to the other side of the diagram, students will be provided with a picture of the next page of the book; students will verbally make predictions of which celebration is happening next in the book through visual representation	<ul style="list-style-type: none">- Observing student participation- Observing whether or not students are actively engaged in the activities and if they are being respectful during the reading

Prerequisite Concepts and Skill: (for student success)

- Understand how to make predictions for what they think will happen next in a story.
- Understand how a Venn Diagram works and what it is used for.
- Students know what a celebration is and know of diverse ways to celebrate.

Materials and Resources with References/Sources:

For Teacher	For Students
Baylor, B., & Parnall, P. (1995). I'm in charge of celebrations. New York, NY: Aladdin Paperbacks.	N/A

Differentiated Instruction (DI): (accommodations)

- Students who are finding this lesson too difficult may listen to the story and draw pictures of the celebrations that the girl is having in the book.
- Students who need more of a challenge may make their own Venn Diagram consisting of ways they celebrate and the way the girl celebrates.

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

- Students will be allowed to discuss with a partner or small group (pair and share) about what prediction they would like to make about what will happen next in the story.
- There will be breaks in the reading which will allow the students to take a break from sitting and listening, and now talking with a partner and making predictions/connections with the story.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

- The students are being read a book that was written by an Indigenous author – Byrd Baylor

Lesson Activities:

Teacher/Student Activities	pacing
<p>Introduction (hook/motivation/lesson overview)</p> <ul style="list-style-type: none">- Make a Venn Diagram on the whiteboard.- Ask students for examples of what they like to do at celebrations.- Make a list of approximately 5 examples of celebrating on one side of the diagram – this side will be the “student celebration side”.- Speaking, Listening, Viewing, Visual Representation	5 minutes
<p>Body (lesson flow/ management)</p> <ul style="list-style-type: none">- Read <i>I'm in Charge of Celebrations</i> to the class using the ELMO to show the pictures within the book.- After each celebration is read to the class, take a reading break to ask the students how the girl celebrated .- Students will provide examples of how she celebrated and the teacher will write these examples on the other side of the diagram – this side will be “the girl celebration side”.- After one or two points have been written down on this side by the teacher, show the students a picture of the next celebration being done in the book.- Ask the students for one or two predictions of what the girl in the book is celebrating and what the celebration might be called.- Do this for three celebrations (read, add to diagram, prediction x3).- Listening, Speaking, Visual Representation, Viewing	20 minutes
<p>Closure (connections within lesson or between lessons, sharing successes, summaries)</p> <ul style="list-style-type: none">- Teacher and students will look at the Venn Diagram and ask which points on the student and girl side are connected – these will be written into the middle section of the diagram.- Teacher will ask for other connections between the previous lesson and this book (this will connect this lesson to the prior lesson on celebrations).- Speaking	10 minutes

Reflections: (over)

Lesson Title: Celebration Story Writing Day 3 Lesson # 3 Date: _____

Name: Mr. Armstrong Subject: English Language Arts Grade(s): 2/3

Rationale: (lesson context and reasons why lesson matters)

The students have now built upon vocabulary about celebrations and compared celebrations to the story *I'm in Charge of Celebrations* through the creation of a Venn Diagram and have discussed family traditions and celebrations with their parents. Students will now begin to draft a story about celebrations that they like to do with their family. Informational texts will be provided, to allow students to explore their celebration in more detail. Students will be exposed to the importance of the writing process (drafting, revising, editing, common practices in punctuation and capitalization) which will help build upon existing writing skills.

Curriculum Connections : <https://curriculum.gov.bc.ca/>

Big Idea: Stories and other texts help us learn about ourselves, our families, and our communities.

Curricular Competency: Create stories and other texts to deepen awareness of self, family, and community.

Content: Writing Processes

Core Competency: Communication & Positive Personal and Cultural Identity

Learning Intentions	Activity	Assessment
<p>Students will be able to:</p> <ul style="list-style-type: none"> - write a story about themselves and their family and a celebration that they do together - do the writing process with a 'big buddy' (story revising/editing) - Make a good draft of the story after the editing has been completed - Share their story with a partner, group, or entire class 	<ul style="list-style-type: none"> - Write a personal story about which celebration they like to do best with their family (birthday, Christmas, New Years, etc.) – Day 3 - Sit with their 'big buddy' from another class to read their story with their buddy. Big Buddy will then help the student(s) edit and revise their stories – Day 4 - Make a good draft of the story with a picture that goes along with the story. Share the story with a partner, group, or in front of the class – Day 5 	<ul style="list-style-type: none"> - Observing what the students are doing when they write their stories during Day 1 (are they staying on task, did they finish their story in the timeframe that has been provided) - Observing whether or not they are accepting the feedback effectively from their big buddy (are they being respectful, does their story make sense and does it go along with the theme that was provided) - Does their finished copy of the story make sense, are they using proper grammar, is there punctuation and capitalization, do they have a picture with the story, did they share the story to someone else in the class

Prerequisite Concepts and Skill :(for student success)

- journal writing, vocabulary building

Materials and Resources with References/Sources:

For Teacher	For Students
<p>Prepare informational texts on various celebrations and traditions for students to use.</p>	<ul style="list-style-type: none"> - Blank piece of lined paper - Pencil - Pencil crayons - informational texts on different celebrations

Differentiated Instruction (DI): (accommodations)

- Students that struggle with writing can sit down with the teacher or EA and orally tell them a story about a celebration that they

enjoy with their family, teacher or EA can scribe for them.

- Students that want to write more than just a page for their story are encouraged to do so.

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

- Do not give too much time for the writing process as most students will finish this rather quickly
- For others that are struggling to get their story done in time, encourage them to work on the story when they finish other activities in the class.
- Allow students to share their story ideas with other classmates to inspire others. This will also allow students to communicate in the class productively and encourage collaboration.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning requires exploration of one's identity.

In addition:

- Students are creating their own story about a celebration that they do with their family
- Some of their ideas for these celebrations can come from inspiration from Byrd Baylor's *I'm in Charge of Celebrations*
- Their stories could be related to First Nation celebrations if that's what they wish to talk about in their created stories

Lesson Activities:

Teacher/Student Activities	pacing
<p>Introduction (hook/motivation/lesson overview)</p> <ul style="list-style-type: none">- Tell a story about a celebration that you enjoy doing with your family.- Show a written example of the story and an image.- Tell the students that they will begin the process of writing their own story about a family celebration/tradition.- Highlight draft phase of the writing process- Listening, Visual Representation, Viewing. <p>Body (lesson flow/ management)</p> <ul style="list-style-type: none">- Provide students with a series of informational texts on various celebrations, holidays and traditions. Students can use information text to help them form ideas and add to their graphic organizer.- Allow students to brainstorm further and begin writing their rough draft of their story.- Students will work on completing a rough draft of their story. <p>Closure: So, what?</p> <ul style="list-style-type: none">- Highlight the importance of background knowledge and building upon ideas and information- Linking lesson to previously-learned knowledge (from Day 1-2)- Emphasis students will begin the editing stage tomorrow with the help of their big buddy <p><i>(Lesson continues onto Day 4-5)</i></p> <p>Day 4 of Unit</p> <ul style="list-style-type: none">- Students will meet with their big buddy from another class to share their rough draft story- The big buddy will help edit and revise the story with the student so that the student will be prepared to make a final draft for the next day. <p>Grammar, words, spelling, additions and deletions</p> <p>Day 5 of Unit</p> <ul style="list-style-type: none">- Students will work on completing a final draft of their story on a new sheet of lined paper.- Their big buddies will have helped them prepare for this final draft from last day's revision and editing block.- Students will finish their story along with a finalized drawing <p>Speaking, Writing, Reading, Visual Representation, Listening</p> <p>Closure (connections within lesson or between lessons, sharing successes, summaries)</p> <p>Day 5 of Unit</p> <ul style="list-style-type: none">- Students will pair and share their story with a partner or small group.- Students are also allowed to come to the front of the class to share their story and picture using the ELMO.- Speaking, Listening, Viewing, Visual Representation	<p></p> <p>5 minutes</p> <p>25 minutes</p> <p>5 minutes</p>

Reflections: (over)