

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

Connecting – Poetry “5 Little Pumpkins” and various other poems

Lesson Title: \_\_\_\_\_ Lesson # 1 Date: Oct. 18, 2024

English  
Language  
Arts

Name: Danica Davidson Subject: \_\_\_\_\_ Grade(s): 2/3

### Rationale:

I chose to do this lesson to show that poetry can be interpreted in many ways. In order to do that I will be reading and performing a poem with shadow puppets, and then have them demonstrate their understanding by performing their own shadow puppet show.

### Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>Students are expected to work collaboratively with others to read poems and then present their interpretations as a group.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use creative thinking to generate ideas about how they want to visualize a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Social Awareness and responsibility</li> </ul>

### Big Ideas (Understand)

Using language in creative and playful ways helps us understand how language works.

### Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Using oral, written, and visual texts, students are expected individually and collaboratively to read fluently at grade level and recognize the structure and elements of story/poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Students are expected to know the elements of story/poetry and the use of literary elements and devices such as rhyme.</li> </ul>

### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>Demonstrate understanding about poetic elements and themes through physical performance</li> <li>Collaboratively create a play to present to the class based on the assigned poem.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of literary devices (questions and answer)</li> <li>Collaborative attitude and performance (incomplete/complete)</li> </ul>

### Prerequisite Concepts and Skills:

- Students need to know about poetic language and structure
- Students need to know how to sit quietly and listen without disrupting their classmates
- Students need to be able to work together in a safe and respectful manner

### Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story. Storytelling through visual and physical techniques are embedded in this lesson.

### Universal Design for Learning (UDL):

This lesson is designed to engage auditory, visual, and kinesthetic learners through the traditions of oral, visual, and physical storytelling by having them use shadow puppets to retell the poem to their classmates. The teacher will do an example at the front of the class using the projector, as they read a poem and do the corresponding puppet movements with expression, pausing to comment about the story elements and literary devices present in the poem. So, the students have time to think about how they will present their poem to the class.

### Differentiate Instruction (DI):

This lesson is designed to incorporate all learning styles, such as visual, auditory, reading, kinesthetic learners. Which means that students are encouraged to learn the lesson with a focus on their learning strengths. Worksheets can be provided for students as well for those who are strongest in the written learning style.

### Materials and Resources

- Projector (cut out cardboard box, with tissue paper taped to the open face and a light source, if a projector can't be used)
- Poster board / cardboard (for the puppets)
- Tracers for the Shapes
- Popsicle sticks
- Glue/ Tape
- Scissors
- "5 Little Pumpkins" by Dan Yaccarino
- "Fall Leaves" by Sue Lidell
- "5 Little Acorns" by Mrs. A's Room
- "Taking a Walk" by Mary Jackson Ellis
- "A Little Red Apple" by Marguerite Gode
- "From a Kitten And Falling Leaves" by Williams Wordsworth
- 10 worksheets (a writing worksheet, and a blank worksheet for drawing)

### Lesson Activities:

Teacher Activities	Student Activities	Time
<b>Brain Break:</b> <ul style="list-style-type: none"><li>- Open the lesson by having the students do an activity</li><li>- Students stand up and the teacher begins with Simon Says</li><li>- Make sure students give each other space</li></ul>	The students listen carefully to the instructions provided, getting out some of their pent-up energy.	3 mins
<b>Introduction (anticipatory set – "HOOK"):</b> <ul style="list-style-type: none"><li>- Students quietly sit back at their desks</li><li>- Uses "Leaves falling" if necessary</li><li>- Praise students/rows who do this quickly and quietly</li><li>- Ask students to raise their hands</li></ul>	Students respond to the teacher by responding with "teacher's calling"  Students raise their hands if they know what shadow puppets are and to give an example. Students only share their answer when called upon	5 mins

<ul style="list-style-type: none"> <li>- Once hands are raised ask if they know what “shadow puppets” are and if anyone can demonstrate</li> <li>- Call upon one or two students to give an idea/example</li> </ul>		
<p>Body:</p> <p><b>Introduce and connect known things about 5 <i>Little Pumpkins</i> the teacher will be presenting</b></p> <ul style="list-style-type: none"> <li>- Teacher will engage in a reactivating memory task about literary devices found in poetry</li> <li>-Ask students to raise their hands if they have an idea</li> <li>- Once hands are raised ensure the class is quiet and call upon one to two students</li> <li>- Explain that after the poem is finished students will be put into 5 groups of 3-4 people</li> <li>-Once the groups are formed students will read their assigned poem and work together to create their own shadow puppet show about their poem</li> <li>- Ask the students to repeat what the teacher said</li> </ul> <p><b>Read and present 5 <i>Little Pumpkins</i></b></p> <ul style="list-style-type: none"> <li>- Engage in the poem reading and visually presenting the play by using the shadow puppets</li> <li>- Pausing to see if the students can point out any literary devices</li> <li>- Periodically Ask the students if they have questions/answers to put up their thumb, and call upon them</li> </ul> <p><b>Poem Shadow Puppet Theatre Explanation</b></p> <ul style="list-style-type: none"> <li>- Ask the students to raise their hands if anyone knows what theatre is, and a couple things related to drama/theatre.</li> <li>- Call on two or three students.</li> <li>- If students aren’t sure list a couple of things like director, props, and actors and explain what they are</li> <li>- Explain to the class that they are going to role play as directors, and actors in their own show.</li> </ul> <p><b>Split into groups and start reading their poem and then using the puppets provided create their own shadow puppet show about their poem</b></p>	<p>Students will participate in a memory activity and raise their hands if they have an answer, while being respectful of their classmates.</p> <p>After the teacher reads their expectations, students will raise their hands and if called upon repeat what the teacher said, or ask to have the expectations repeated.</p> <p>Students listen attentively to the poem and watch the puppet show and give a thumbs up if they can hear any literary devices being used. When called upon they can give their answer.</p> <p>The students continue to listen attentively without disrupting their neighbours. Raise their hands if they have answers and wait to be called on.</p>	<p>3 mins</p> <p>7 mins</p> <p>2 mins</p> <p>10 mins</p>

<ul style="list-style-type: none"> <li>- Split the class into 5 groups of 4</li> <li>- As soon as the class is settled walk around and hand each group their poem and corresponding shadow puppets</li> <li>- Instruct them that they are to read their poem and when they are finished to use the puppets and practice organizing a show related to the contents of the poem</li> <li>- Encourage students to experiment with their puppets and try to put together a show</li> <li>- Tell the students the teacher will be walking around to see how the students are doing, and answer any questions students might have</li> <li>- Give the students a 5- and 2-minute warning</li> <li>- Continue to circulate to ensure that students are sticking to the task. If most of the class is done move into the closure</li> <li>- If students don't want to participate the teacher can give them a worksheet where they write about the poem either the teacher read or their groups poem</li> <li>- If students don't want to participate or write students can draw a picture and label items in that picture related to the poem</li> </ul>	<p>Students will work together to read the poem. Students will work together to use the puppets to present the poem to the class in the form of a shadow puppet show.</p>	
<p>Closure:</p> <ul style="list-style-type: none"> <li>- Time is up and the teacher will regain the student's attention</li> <li>- Explain that every group now has a chance to present their show to the rest of the class</li> <li>- If students are uncomfortable performing in front of the class, the teacher can ask if they want to just show the teacher.</li> <li>- If a group wants to show it to the teacher, the other students can draw on the back of the sheet while being respectful toward their classmates</li> </ul>	<p>Students present their group shows to the rest of the class or if uncomfortable present to the teacher while the remainder of the class draws on the paper, without disrupting their classmates</p>	<p>5 mins</p>

### Organizational Strategies:

- Students participate in a brain break before the lesson to release some energy
- When the students will be asked to listen attentively

- The poems for each group will not be distributed to students until after the teacher's example is finished
- Desks are arranged in rows because some students work well with certain classmates more than others
- Groups are assigned by table group

### Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will move around the room as she reads and spends more time in close proximity to students who are not focused or distracting other
- To get the classes attention the teacher will say "Leaves are falling" students respond by "Teacher's calling" and may be repeated in variation as necessary to control chatter around the room
- Teacher will verbally acknowledge and thank students who are on task and will verbally address students who continue to distract others
- Make behaviour expectations clear – sit quietly and listen attentively without distract others, only speak if the teacher calls upon the student, – by stating them before and during the lesson
- Read and present expressively to engage the students' interest and address questions promptly to not distract from the poem
- if necessary separate students who continue to distract each other and move one to another pod for the lesson.

### Extensions:

This lesson could be expanded into any subject or section, a year-long activity, wherein students create their own shadow puppets (or even sock/bag puppets) about the material they are learning about, they could create their own show that present at the end of the year. This lesson can also be used as a unit assessment because they could put on a show at the end of the unit that can be used to show the teacher that the students understand the topics covered in the unit. It can also be used in any grade. They can explore their ideas through visual, auditory, and kinesthetic learning

### Reflections (if necessary, continue on separate sheet):