

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

Lesson Title: Connecting to "Snow Day" through Trading Cards Lesson # 1 Date: Nov 29, 2024
 Name: Danica Davidson Subject: ELA Grade(s): 2/3

Rationale:

I chose the story "Snow Day" because of the season we are entering, and the trading cards are used to get students to think and reflect on the story by creating and describing a character of their choosing.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Connecting and Engaging with others 	<ul style="list-style-type: none"> Creating and Innovating 	<ul style="list-style-type: none"> Recognizing personal values and choices

Big Ideas (Understand)

Stories can be understood from different perspectives

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Using written and visual texts students are expected to make connections between ideas from a variety of sources 	<ul style="list-style-type: none"> Students are expected to know the elements of story specifically character

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Illustrate a picture about a character students liked/relate to Write about the chosen character's hobbies, like, dislikes, role on the backside of the card 	<ul style="list-style-type: none"> Discussion in involvement by providing ideas for characters and character details (Questions/answers) Creativity and relevance of character toward the plot and story (Complete/Incomplete)

Prerequisite Concepts and Skills:

- Students need to know about elements of story
- Students need to know how to sit quietly and listen without disrupting their classmates
- Students need to know how to draw simplistic things to represent people
- Students need to know how to be creative (think outside the box) about characters/environment of the story
- Students should know how to brainstorm together as a class

Indigenous Connections/ First Peoples Principles of Learning:

- Learning is embedded in memory, history and story. This lesson focuses on being able to take a character/environment and bring the characters to life.

Universal Design for Learning (UDL):

This lesson is designed for auditory, written, and visual learners through listening to the story being read, drawing a character, and then writing about that character in more depth and bringing more realism to them. The class will engage in a brainstorming session together about characters from the book.

Differentiate Instruction (DI):

This lesson could be adapted for kinesthetic learners by having students create a character card and act out what they wrote about the characters of their choosing.

Materials and Resources

- 20 Cards made of 2x3 cardstock
- Whiteboard, and markers
- Copy, or video of someone reading "Snow Day" by Werner Zimmerman

Lesson Activities:

Teacher Activities	Student Activities	Time
Brain Break: <ul style="list-style-type: none">- Teacher will ask students to stand up from their desks and act like snowflakes as they make their way to the carpet- Once at the carpet students will sit down and engage in full body listening. Introduction (anticipatory set – "HOOK"): <ul style="list-style-type: none">- Ask students what winter is. What happens to the weather? What falls from the sky? What activities do you do in Winter?- Teacher will only call on students who have their hands up.- Teacher will call on a couple of students to answer.	<p>Students will respectfully listen to the teacher, act like snowflakes, as they make their way to the carpet.</p> <p>Once at the carpet students will sit down and settle down as they prepare to listen to a story.</p> <p>Students will raise their hands and respectfully wait to be called upon before they answer.</p>	<p>3 min</p> <p>2 min</p>
Body: Introduce "Snow Day" by Werner Zimmerman <ul style="list-style-type: none">- Teacher will ask students if they have heard of "Snow Day" before- Ask students to make predictions as to what the story is about Read "Snow Day" <ul style="list-style-type: none">- Once the students are settled the teacher will begin to read the book with expression and punctuation.- As the teacher reads the book pause to ask students what may happen next	<p>Students will raise their hand and wait to be called upon so they don't disrupt other students.</p> <p>Students will listen to the story and raise their hands and wait to be called upon before answering.</p>	<p>3 min</p> <p>5 min</p>

<ul style="list-style-type: none"> - Once the story is finished have students politely get back, and snowflake back to their desks. <p>Brainstorm with the class on the characters and personality traits</p> <ul style="list-style-type: none"> - If needed use attention grabber - Teacher will write columns on the board, one for characters, the other for personality traits. - If students don't know what personality traits, ask if anyone knows and if not explain to them what they are. - Teacher will ask students for ideas and call upon those who are being respectful. 	<p>Students will get up and respectfully snowflake back to their desks and settle.</p> <p>Students will respond to the attention grabber.</p> <p>If students don't know/do know what personality traits they will raise their hands.</p> <p>Students will raise their hands and wait to be called upon.</p>	<p>3 min</p>
<p>Explain what "Artist Trading Cards Are " and what the activity is</p> <ul style="list-style-type: none"> - Teacher will ask if students know about any kind of trading cards, and call upon those who have their hands raised and not disrupting others - Teacher explains that students will be choosing any character from the book to draw on one side. - On the other side of the card students will write about their chosen characters personality traits , roles and a rating - Teacher will ask students to repeat the instructions back to the teacher and write it on the board 	<p>Students will raise their hands and wait to be called upon.</p> <p>Students will listen carefully to the Teachers instructions.</p>	<p>3 min</p>
<p>Make Artist Trading Cards about characters of their choosing</p> <ul style="list-style-type: none"> - Teacher hands out the trading cards to each student. - While the students are working on their cards the teacher will circulate through the room to ensure students are staying on task. - The teacher will answer questions if there are any. - When the timer reaches halfway the teacher will tell students to flip their cards and write about the personality traits/roles of their chosen character. - Teach will give a ten- and two-minute warning 	<p>Once students are given their cards they can start drawing their character.</p> <p>If students have questions, they will raise their hand and wait for the teacher to respond.</p> <p>When the teacher says "Flip" students will flip their cards and work on the other side.</p>	<p>15-20 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> - The teacher will use an attention grabber 	<p>Students will respond to the attention grabber</p>	<p>3-5 min</p>

<ul style="list-style-type: none"> - Teacher will ask students questions about the book: What was the idea? What is a snow day? What activities did the characters do? - Teacher will tell students they can trade their cards with the teacher, and their classmates. 	<p>Students will raise their hands and wait to be called on</p> <p>If students want to they can trade cards with each other or the teacher,</p>	
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Organizational Strategies:

<ul style="list-style-type: none"> • Use attention grabbers when necessary • Students participate in a brain break to release energy • Make expectations clear: full body listening, without distracting others, only speak when the teacher calls on them- by stating them before and during the lesson • If students are antsy, they can stand up and walk around the back of the classroom until ready to sit down • The cards won't be disturbed until after the instructions are explained
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Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • 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 • Teacher says "Hot, hot" students respond by "You got it!" maybe repeated in variation as necessary to control chatter around the room • Teacher will verbally acknowledge a student, rows, or side of the room that are on task and will verbally address students who continue to disrupt their classmates.
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Extensions:

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Reflections (if necessary, continue on separate sheet):

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