# Bachelor of Education (Elementary)

# Mini-Lesson Plan

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| **Lesson Title:** | Build a Character | **Lesson#** | 3 | **Date:** | **10/19/21** |
| Name: | Kaylea Prosser | Subject: | ELA | Grade(s): | 6 |

Rationale:

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| This lesson is important as it will allow the students to understand characterization as well as practice listening to teacher and pulling information from the text. |

Core Competencies: \*Cut and paste competency + facet from the curriculum document\*

For Christie – Please include *brief* explanations of your thinking around HOW this lesson plan meets the the core competencies and facets you list below

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| Communication | Thinking | Personal & Social |
|  | Students reflect on their creative ideas in order to decide which ones to develop.  Students will start to develop their own ideas for a character which will be created in the next class. By understanding what makes up a character, students will be able to decide what they want for their character. | They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time.  Students will have to regulate their time and self regulate themselves while the teacher is reading to the class. |

Big Ideas (Understand) \*Cut and paste from curriculum document\*

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| Language and text can be a source of creativity and joy. |

Learning Standards \*Cut and paste standards from the curriculum documents\*

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * (10) Understand how literary elements, techniques, and devices enhance and shape meaning * (16) Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation * (9) Respond to text in personal, creative, and critical ways | * Know the elements of Characterization * Can define S.T.E.A.L (Speech, Thoughts, Effect, Actions and Looks) * Practices standard punctuation used in Canadian spelling |

Instructional Objectives & Assessment:

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| Instructional Objectives (Students will be able to…) | Assessment |
| * Students will be able to know how speech, thoughts, effect, actions and looks are important to a character * Students will be able to listen to the story and pull the information needed to draw the character * Students will be able to deeply understand characters and how they impact stories * Students will be able to apply S.T.E.A.L and create their own character | * Students will have to fill out each of the question bubbles on the worksheet. * By paying attention to the story, students will be able to appropriately fill out the worksheet * Students will have to conceptualilze characters and draw what the hear |

Prerequisite Concepts and Skills:

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| Students should be able to use a variety of reading and listening strategies to find information from the text. Students will be able to listen to the teacher while she is reading the story as well as known basic qualities of characterization. |

Indigenous Connections/ First Peoples Principles of Learning:

For Christie – Please include any and all Indigenous inspirations in your plan. If you choose to link to a FPPoL, it is not enough to simple cut and paste the principle – You must expain yourself!

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| This lesson will be exploring two First People’s Principles of Learning the first one is, Learning is embedded in memory, history, and story. This lesson touches on this principle as the studen’s will not only be hearing a story but also the students are asked to understand the individual in the story and what that person may have been going through or thinking. As for the second one, it is, Learning involves recognizing the consequences of one’s actions. The story that I will be reading is about young boys who are sent away to pay for their actions, through reading this novel student’s will learn that and that individuals need to recognize their consequences for their actions. A class discussion will be held asking the student’s if the punishment of digging holes was the right corrective action or if a different consequence would have been appropriate. |

Universal Design for Learning (UDL):

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| Take your best go at this – You do not formally learn this until later in the term/program  This lesson is designed to engaged auditory, reading and writing learners as well as visual. |

Differentiate Instruction (DI):

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| Take your best go at this – You do not formally learn this until later in the term/program  Provide physical copies of chapter three to students who have auditory issues. |

Materials and Resources

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| -Print 26 copies of worksheet  -Have the worksheet filled out with a picture of Stanley Yelnats done  -Have chapter 3 of Holes by Lewis Sachar open with stickey notes attached to the pages I want to discuss with the class  -Students will need pencil, eraser and pencil crayons |

Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set – “HOOK”):  -Teacher will ask the students if they have a favorite character in a book or movie  -Letting the students know that I’m sure they all have amazing characters but we will talk about 3 student’s favorites  -After the students tell their stories, the teacher will further question the class, why and what makes a good character  -Brainstorming on the white board what makes a good character  - Hand out the worksheets to the tables | -Three students will tell the class about their favorite character  - Students will raise their hands and help the teacher brainstorm what makes a good character and why | 3 mins  4 mins |
| Body:  -Teacher will read all of chapter three of Holes by Lewis Sachar  -Teacher will stop at section where S.T.E.A.L is being discussed and shown  -Teacher will also relate the previous chapters information to the new chapter being discussed | - Students will be quietly listening to the story, starting to develop ideas on what they want to be filling out  -Students will be independantly starting to draw Stanley and writing down information on each of the sections  -Students will be engaging with the teacher by raising their hands and answering the questions | 18 mins |
| Closure:  -Applaud the class on their ability to find the important parts of characterization for the main character of the story  - Teacher will put up S.T.E.A.L on the board and class will share what they wrote for Stanley.  -Let the students know that they did such a good job being so creative in their creation of their characters.  Teacher will let the students know it is time to clean up and put away their worksheet away in their ELA book and hand it in | -Students will be looking at their work and sharing what they wrote down for the character of Stanley  -After discussion students will put their characterization work sheet away in their ELA workbook and hand it in  -Students will clean up their work station and get ready for the next class | 1 mins  4 mins  1 mins |

Organizational Strategies:

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| -Walking the lassroom to observe students progress and monitor students not focusing  -Praise student’s good behaviours  -Praise everyone for such great ideas, but letting the class know that we will only be discussing three but next time other people will be able to share |

Proactive, Positive Classroom Learning Environment Strategies:

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| -Walk the classroom as I read the book, this will allow me to keep the class on topic and monitor students who may be off topic. Establishing clear expecations of what students should be doing while I am reading chapter three. Breaking up the reading of chapter three will allow the class to keep engaged and not off topic.  -Teacher will say “Chicka Chicka” and students will repeat “Boom, Boom” to gather attention |

Extensions:

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| This lesson could be extended by allow students to start creating their own characters. Once they finish, students could start developing their created character, thinking about how S.T.E.A.L relates to the creation of a character. |

Reflections (if necessary, continue on separate sheet):

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| Complete this after the lesson is delivered |