Zachary Forster, ELA UNIT PLAN, Making Connections When We Read, February 2020

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|  | **Unit Topic / Guiding Question:**  **Making Connections When We Read/ How can I connect with information or a story?** | | | | | | |
|  | **Rationale:**  Teaching students how to use connecting strategies in order to make meaning from text strengthens their reading abilities. Proficient readers naturally make connections while reading.  Connecting is the ability to take an event in a story or information text and directly relate it to an event in one’s own life. This enhances reading comprehension. The connection can remind one of a personal experience, other books or events on video and in the world. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Stories and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words. | | | *How can I connect with information and stories to understand?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating | * Creative Thinking   **X Critical & Reflective Thinking** | | | **X Personal Awareness & Responsibility**   * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**  **Comprehend and connect (reading, listening, viewing)**  • Use sources of information and prior knowledge to make meaning  • Use developmentally appropriate reading, listening, and viewing strategies to make meaning  • Use foundational concepts of print, oral, and visual texts  • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community  • Recognize the importance of story in personal, family, and community identity  • Use personal experience and knowledge to connect to stories and other texts to make meaning  • Show awareness of how story in First Peoples cultures connects people to family | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  **Strategies and processes**  • reading strategies (connecting) | | | | | |
|  | **First Peoples Principles of Learning** | ***X Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.***  ***X Learning is holistic, reflexive, reflective, experiential, and relational******(focused on connectedness, on reciprocal relationships, and a sense of place).***  ***X Learning involves recognizing the consequences of one’s actions.***  ***X Learning involves generational roles and responsibilities.***   * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**  Lesson 3 *Buniq’s Boots features an Inuit girl and her grandmother. It is from the Turtle Island series.* |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | *Assessment of Learning: Have You Seen Duck?*  At the conclusion of the unit, students will complete a cumulative activity that demonstrates their individual ability to use connecting strategies in order to make meaning from the text *Have you seen duck?*  Students will have an opportunity to explain their understanding of connecting to the story to the teacher directly through oral communication. In addition, as is appropriate, students will complete a task using pencil, paper and drawings. | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * Teacher observation * Student-teacher conferencing * Student artifacts * Student self-reflection * Exit tickets | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| Monday, February 3, 2020/ *The Kissing Hand*  (60 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will describe a time when they felt nervous about trying something new or entering into a new situation.  Students will identify the reason readers make connections to stories because it helps us understand. | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *The Kissing Hand* by Audrey Penn will be introduced by the teacher. The literature will be shared with the teacher stopping to model making personal connections where applicable.  Students draw a picture showing a time when they felt nervous or scared about trying something new. Students write a sentence or two about how they were feeling at the time.  Students share their work in pairs or small groups. | | | |
| Tuesday, February 4, 2020/ *David’s in Trouble*  (50 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will make connections to David’s behaviour by explaining a time when they did something similar. | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *David’s in Trouble* by David Shannon will be introduced by the teacher. The literature will be shared with the teacher stopping to model making personal connections where applicable.  Students complete an activity sheet writing a description of one of David’s antics and then write about a time they did something similar. These connections are shared with a partner and then with the class. | | | |
| Wednesday, February 5, 2020/*Buniq’s Boots*  (30 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will describe a time when they chose to be honest and consider the feelings associated with honesty.  Children will be asked to think about a time in the future when they will be choosing to tell the truth. | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *Buniq’s Boots* by Robert Cutting will be introduced by the teacher. The literature will be shared with the teacher stopping to model making personal connections where applicable.  Students draw a picture showing a time when they felt nervous or scared about telling the truth but decided to go ahead and be honest. Students will write a sentence or two describing this situation.  Students share their work in pairs or small groups. | | | |
| Thursday, February 6, 2020/ *Lilly’s Purple Plastic Purse*  (50 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will orally share three possessions that they consider valuable, predict the contents of Lilly’s purse and write about a time when they couldn’t wait to share something or a time when they said or did something out of revenge and later felt sorry about it. | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *Lilly’s Purple Plastic Purse* by Kevin Henkes will be introduced by the teacher. The literature will be shared with the teacher stopping to model making personal connections where applicable.  Students will complete activity sheets connecting with Lilly when she felt sorry and when she was excited.  Students share their connections with the class. | | | |
| Friday, February 7, 2020/ *First Day Jitters*  (20 minutes)  +  ----------------------  Social and Emotional Competencies/  Drama (35 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will predict the plot prior to listening to the story.  ----------------------------------------------------------------  Students will complete a Venn diagram comparing and contrasting their first day experience with that of the main character | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *First Day Jitters* by Julie Danneberg will be introduced by the teacher. The literature will be shared with the teacher stopping to model making personal connections where applicable.  --------------------------------------------------------------------------------------------------------------------------------  Students will complete a Venn diagram as a whole group.  Students will pair/share their first school day experiences acting out the emotions.  Students will volunteer to share the connections they made with the whole class.  Students will complete an illustration of their own feelings on the first day of school as compared to the main character’s. | | | |
| Monday, February 10, 2020/ Ish  (60 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will discuss the meaning of the “ish” variation when placed at the end of a word.  Students will write about a time when they felt they couldn’t do something perfectly but were successful-sh. | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *Ish* by Peter Reynolds will be introduced by the teacher. The literature will be shared with the teacher stopping to model making personal connections where applicable.  Students will complete activity sheets designed to practice the comment and will write about a time when they felt inadequate but realized that accepting an outcome of “ish” was a good enough and also a good way to keep learning. | | | |
| Tuesday, February 11, 2020/ *The Recess Queen*  (50 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will match feeling words to four character pictures.  Students will answer questions about their own bullying experiences. | | | Students will complete a response sheet making a connection to one of the main character’s feelings and writing about a time they felt the same way.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  Students will match feeling words to pictures taken from the text.  *The Recess Queen* by Alexis O’Neil will be shared with the teacher stopping to model making personal connections where applicable.  Students will share the character picture with which they connected and the reasons why with a partner or in small groups. | | | |
| Wednesday, February 12, 2020/ *Valentine’s Day*  (30 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will write about and illustrate Valentine’s Day either at home or at School. | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *Valentines Day* by Rebecca Pettiford will be shared with the class. The teacher will stop to model personal connections where possible and invite students to contribute to the discussion by bringing their own experience to the conversation.  Students will write about and illustrate Valentine ‘s Day either at home or at School using the activity sheet provided. | | | |
| Thursday, February 13, 2020/ *The Boy Who Hated Valentine’s Day*  (50 minutes) | Students will use connecting strategies in order to make meaning from the text.  Students will review the sequence of the plot and will chart how Ben’s feelings changed as he moved through the events of the story.  Children will be asked to think about a time when they have been a good friend, explain what they did and illustrate the situation. | | | They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *The Boy Who Hated Valentine’s Day* by Sally Whittman will be shared with the class. The teacher will stop to model personal connections where possible and invite students to contribute to the discussion by bringing their own experience to the conversation.  Students will review the sequence of the plot and will chart how Ben’s feelings changed as he moved through the events of the story.  Children will be asked to think about a time when they have been a good friend, explain what they did and illustrate the situation. | | | |
| Friday, February 14, 2020/  *Have You Seen Duck? Assessment of Learning*  (20 minutes) | Students will demonstrate their ability to connect personal experience to the story, *Have You Seen Duck?* | | | *S*tudents will complete a cumulative activity that demonstrates their individual ability to use connecting strategies in order to make meaning from the text *Have you seen duck?*  Students will have an opportunity to explain their understanding of connecting to the story to the teacher directly through oral communication. In addition, as is appropriate, students will complete a task using pencil, paper and drawings. | | | |
|  | **Resources needed:** | | | | | | |
|  | *The Kissing Hand* by Audrey Penn  *David’s in Trouble* by David Shannon  *Buniq’s Boots* by Robert Cutting  *Lilly’s Purple Plastic Purse* by Kevin Henkes  *First Day Jitters* by Julie Danneberg  *Ish* by Peter Reynolds  *The Recess Queen* by Alexis O’Neil  *Valentine’s Day* by Rebecca Pettiford  *The Boy Who Hated Valentine’s Day* by Sally | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | Friday, February 7, 2020/ *First Day Jitters* continues into the SEL/Drama time as students explore and present varied emotions.  Students express themselves using illustration.  The cultural celebration of Valentine’s Day is recognized and considered as an opportunity to make personal and social connections. | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?**  The unit went very well as evidenced by the assessment of learning that was carried out at the end of the study period. All learners were able to independently make connections text to self and all but a very small few were able to connect text to text with little or no assistance.  In addition, students were making and discussing connections in all of our study subjects, math, science, ADST etc. | | | | | | |
|  | **Where to next?**  I will definitely teach this unit again.  Sourcing the books was time consuming. When I am teaching in a school, I will build up library of books to use during this unit. | | | | | | |