Lesson Plan

**Teacher Candidate:**Barbra Skawski**Date:** September 24, 2024

**Title:** Storytelling using the 5 senses

**Grade:** 2 **Subject:** ELA

**Unit:** Writing  **Lesson:** 1

**Core Competency:** Thinking and communicating

**Profile:**

* I can explore
* Communicate purposefully

**Big Idea:** Language and story can be a source of creativity and joy

**Content:** Text features: listing information to share understanding -visual representation

**Essential Question:** Can students write about their favourite meal using prompts with the 5 senses?

**Curricular Competencies:**

1. Comprehend and connect: Use personal experience & knowledge to connect to other stories.
2. Create and communicate: Communicate using sentences.

**Indigenous Perspectives and FPPL:** Learning is embedded in memory, history, and story.

**Learning Intention:** Using the 5 senses, students will form sentences describing their favourite meal.

**Materials:**

* Templates of 5 senses
* Small cotton pads (for students to explore touch)
* Scented candle(s) (for students to explore scent) /could use scented markers

**Introduction:**

1. Read “My Senses by Aliki”
2. Ask the students if they have an idea what the writing activity might be about
3. Briefly explain what the 5 senses are by class discussion and examples
4. Allow students to:
	1. Smell candle for scent
	2. Touch cotton pads for touch
	3. List items they can see
	4. List sounds they can hear
	5. Talk about different tastes (could describe a snack)

**Approx time:**

 20 Minutes

**Body:**

1. Model through self-talk what my favourite meal is.
	1. Use template and write down a few examples

Example: My favourite meal is turkey dinner.

 I Smell sweet apple pie.

 I Taste smooth, creamy mashed potatoes.

1. Students will write and describe their favourite meal on the template provided.

**Approx time:**

15 Minutes

**Closure:** Class Discussion

* Students can share one of their favourite senses/sentences
* Ask: What did you like about the activity? What was your least favorite to write about.
* If there is extra time, make a bar graph chart of the student’s favourite meals to see which one was the most popular meal.

**Approx time:**

10 Minutes

**Adaptations/Modifications:**

* Reduce the number of sentences (2-3 sentences)
* Use sentence strips (not as visually overwhelming)
* Scribe for the student (the student can focus on their experience)

**Extensions:**

* Students can write additional sentences about why that is their favorite meal
* Can write about an additional memory using their senses

**Assessment Plan:**

* Class discussion: students can share what they wrote. Looking to see if they were able to form correct sentences (how descriptive they are), and to see that students categorized their sentences correctly (matching their seeing sense to something visual, etc.)
* Collect writing sheets: see who was able to make sentences describing their favourite meal.

**Lesson Notes/Reflection**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My Favourite Meal

My favourite meal is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I smell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I hear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I taste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.