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# Important: Read First

This lesson is based on the book “Knock Knock” by Daniel Beaty, which deals with the loss of a parent, grief, and incarceration. Before planning on delivering this lesson, please read this book privately and decide if your class is ready to handle the content. Keep in mind that the themes of this book may be triggering to students who have experiences related to them. Remember that if this lesson is delivered without the proper preparation and care, it has the potential to do harm to students who identify with the themes of the book.

Deliver this lesson with gentleness and compassion. Students may need to take extra breaks to process the content. **A week before beginning the lesson,** introduce the idea to the class\*, and send a letter home to caregivers letting them know that you will be reading and a discussing a picture book that deals with these themes and send them a copy of the lesson plan. Ask caregivers to provide feedback if they think their child is not ready for this lesson or will need extra follow-up support.

\*(Suggested script for assessing student comfort in class a week prior: “There is an important book called “Knock Knock” that I think our class may read next week. It is very beautiful book, but the main character has something sad and difficult happen, and he doesn’t get to see one of his parents anymore. Because this book can bring up lots of feelings, we will only read it together if everyone feels comfortable- we do not have to read it. Over the next week, if you decide that you not ready for this book, please let me know or have your caregiver let me know.)

#  Lesson Plan Template

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| **Teacher Candidate:** Graham Smith | **Date:** Nov. 19 | **Title:** Thinking, Feeling, and Reading  |
| **Grade:** 5 | **Subject:** ELA | **Unit:** Reading | **Lesson #:**  |
| **Core Competency:** Social Awareness and responsibility | **Profile:** 6 |  |
| **Big Idea**: Exploring [stories](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;) and other [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;) helps us understand ourselves and make connections to others and to the world. | **Content:** Strategies and Processes (Reading strategies) |  |
| **Essential Question:** How can students use context clues and personal reflection to interpret and connect with written stories? |  |  |
| **Curricular Competencies:** Construct meaningful personal connections between self, [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core), and world | Apply appropriate strategies to comprehend written, oral, and visual [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;), guide [inquiry](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;), and [extend thinking](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;) |  |
| **Indigenous Perspectives and FPPL:** |  |  |
| **Learning Intention:** To understand that applying strategies such as self-reflection, curiosity, and  |  |  |
| **Materials:** Copy of picture book “Knock Knock” by Daniel Beaty, paper, pencils, doc cam and projector, Safe Search browser |  |  |

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| Approx Time10 min | Teacher: Has anybody heard the saying ‘don’t judge a book by its cover’? What does this mean? (Choose a student to share an answer)Teacher: Everyone judges things by their covers sometimes, even me. (Share a personal example with student: e.g., “One time I wanted to watch …. But it was actually ….) Has something like this happened to anyone else before with a book, movie, song, or videogame? (Choose another student to answer)Teacher: Today, we are going to learn about judging books by their covers when we read, using a book called “Knock Knock”. We’re going to read and think about this book carefully to figure out what it’s about. Teacher: “Knock Knock” is an important book about a very difficult experience in someone’s life- you may remember from when I introduced it last week. When we read it, it may bring up lots of feelings. We are going to journal about our feelings and thoughts on the book, and then hand in journals so I can respond to them. After we journal, we are going to watch a really cool Youtube video to wrap it up. |

 **Introduction**

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| Approx Time30 min | Teacher: Everyone, please get out a pen and a piece of paper. Fold your paper in half the long way, then into thirds the short way. (Draw a large diagram of the paper on the white board and use it to model for class). Open it up, then draw over the fold lines. This is because we are reading the book three times, and each time we will write notes about what the book means and how it makes us feel on one of our paper’s squares. Students: (Get out a paper and a pen, fold into thirds)Teacher: (Place “Knock Knock” under the doc cam with the cover visible) We are going to read this book together for the first time using choral reading, which means we all use our voices to read together while we use our eyes to follow the text. When we finish reading, we will journal. Ready everyone? (Teacher reads the story with class, closes book).Students: (Choral reading through book until the end)Teacher: Now I’m going to ask a question (write it on the board template)- what do you think this book means? Write down some bullet point notes of what you think the book might mean in your top left square, based on your first impression. Then, use doodles, sketches, or words to show your feelings about the book in the upper right square (write heading on square, model your own response for students thinking out loud). Remember, any feelings are okay.Students: (Write notes, draw)Teacher: Now we’re going to take a one-minute break, get up and shake your energy out, then sit back down. (Students take break). This time, only I will read the book out loud- you will follow with your eyes and ears. I am also going to read the authors’ and illustrator’s notes at the end. While I read, sketch how you feel in the middle right square. When we are done reading, we will write what we think the author means in this book in the middle left square (Write these headings onto the whiteboard template). Once you are done, let me know if you’d like to share. (Teacher reads story, then reads author’s and illustrator’s notes, then models own responses on whiteboard using think out loud process)Students: (Listen and observe, draw, write, then share if wanted)Teacher: Now, we are going to read “Knock Knock” for the last time, each of us is going to think about what this book means to ourself. This time, you are all going to read chorally while I turn the pages, but I will be the listener. Students: (Chorally read book start to finish)Teacher: Thank you for reading everyone. On the bottom right square of your page, draw what the book means to you, and on the last square write what the book means to you. When everyone is done, let me know if you would like to share (Teacher models own responses using think out loud process again).Students: (write notes, then draw, optional sharing) |

 **Body**

**Closure -** Organize and Integrate: How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

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| Approx Time15 min | Teacher: Now, it’s time to fold your journals back into thirds, remember to write your name on them. Once everyone has handed them in, we will start our Youtube video. (While students hand in papers, pull up Youtube video: <https://www.youtube.com/watch?v=wknSc6HRUMI> “Kids Meet a Bank Robber / Kids Meet / HiHo Kids”). We are going to be watching and thinking of responses to share after the video, then we will have time for questions and comments when the video is done. It is eight minutes long.Teacher: (Plays video until end).Teacher: Now it’s time for questions and comments. What did we think of the video? Did we make any connections to the book? How did the video make us feel?Students: (Respond with questions and comments)Teacher: Thank you for participating everyone, I know we just talked about some big things, so if anyone has more questions or would like to chat later, let me know. |
| **Adaptations/Modifications:**-Students may choose to only draw, only write, or have a scribe record their journal responses-Students do not need to share responses with the class if they are not comfortable | **Extensions:**-Students can write and/or sketch as much as they would like in the given time, and go into desired level of detail-Students can choose to share reflections and connections with class |
| **Assessment Plan:**-Observation: watch and listen to the students as they do choral reading and share personal responses, questions, and comments through lesson-Journal assessment: read the journal papers students hand in and assess them for: -Effort in making connections to story -Consideration of author’s perspective vs. own perspective -Ability to express feelings related to story through words/pictures -Ability to demonstrate meaning drawn from story through words/pictures |  |
| **Lesson Notes/Reflection:** |