



# Lesson Plan Template

<b>Teacher Candidate:</b> Savanna Jarabek		<b>Date:</b> November 5 2024	<b>Title:</b> Book club
<b>Grade:</b> 6	<b>Subject:</b> English language arts	<b>Unit:</b> Reading	<b>Lesson #:</b> End
<b>Core Competency:</b> Communications And Critical/creative thinking		<b>Profile:</b> In familiar settings, I communicate with peers and adults	
<b>Big Idea:</b> Language and text can be a source of Joy		<b>Content:</b> Forms, functions and genre of texts Text features Literary elements Oral language strategies	
<b>Essential Question:</b> are students able to answer the questions? and are students able to communicate to their peers about their book			
<b>Curricular Competencies:</b> Students apply critical and reflective thinking to acquire and interpret information, and to make choices about how to communicate their ideas.			
<b>Indigenous Perspectives and FPPL:</b> Learning is embedded in memory, history and story			
<b>Learning Intention:</b> Students will be reading a book of their choosing and answering questions about the book before bringing their book to share about to their groups			
<b>Materials:</b> Book the student is using, Questions answered about their book, Grouping cards			

**Introduction - Activate and Engage:** *Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.*

<b>Approx Time</b>  around 30 minutes	<ul style="list-style-type: none"> <li>-Have students in the school library or the classroom library and allow them to choose a book of their choosing</li> <li>-After books have been picked out ask students to come write down their name and what book they have chosen</li> <li>-once students are sitting down at their desks, it is time to explain to students the importance of reading and being able to explain what they have read to others (to get others interested and to share information, etc ) OPTIONAL have students track how many pages they read each day</li> <li>-Explain to students that they can learn lessons from books even if they are fiction</li> <li>-Go over the questions the students will be answering about their book (what is the plot of the book?, what is the setting, who is (are) the main characters, what stood out to them in the book</li> <li>- give students reminders about not waiting to read the entire book until the very end.</li> <li>-give students cut offs for changing their book if they are not enjoying the book (remind them that the cut off is purely to give them time to work on the project and not needing to rush it</li> <li>-see if students have any questions or clarifications about the project</li> <li>- Give students time to start their books and during this time be available to answer any questions students may have about the project that may come up after the question period or that they may have not wanted to ask to the whole class</li> </ul>
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**Body - Explore and Discover:** *What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.*

<b>Approx Time</b>  Around an hour (on a different day that the introduction	<ul style="list-style-type: none"> <li>-Have check ins on their readings and answer questions times at least once a week up until the due date of the project</li> <li>-During the check ins, see how students are doing with their readings, see if anyone may need to switch books, give alternative questions if someone's book does not fully fit with the pre-existing questions.</li> <li>-If students have any modifications needed to the project (possibly less standard format for filling it out such as charts or drawings) You can discuss that and set out the plan for them though it does still need the same information</li> </ul> <p><b>ON THE DUE DAY</b></p> <ul style="list-style-type: none"> <li>-Use cards to create groups of around 4 students (You can put this to your decision or class numbers) and have them sit together</li> <li>-have students go around their group and share their title of their book and their thoughts about the book (what they really enjoyed, any special or important characters, what they may have learned from the story ( being kind, the importance of friendship, etc)</li> <li>- Have other members of the group ask questions about the book</li> </ul> <p>Go around the whole group repeating the questions</p> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>-make new groups have students go around and answer the questions to their new groups</li> </ul> <p>Once students are done with the project have students hand in their answered questions about their book</p>
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**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.*

<b>Approx Time</b>  Around 20 minutes	<ul style="list-style-type: none"><li>-Ask students if they have anything they want to share about their book to the class as a whole</li><li>- Give students a chance to discuss how they felt about the project (the good and the bad)</li><li>-Give students time to share which of their classmates books they are most interested in reading next</li><li>-give students time to exchange their books either in the classroom library or going down to the school library to exchange their books either for one that their peer had or for a new book in general</li></ul>
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<b>Adaptations/Modifications:</b>  -Some students may not finish the whole book so can share what they have finished so far, these students can have extensions on the hand in part or can also just hand in the what they have read so far --Students can write summaries for their books, these summaries can be collected if wanted and made into a browse book for students to use to help pick out a new book by classmate recommendation this can be done instead of the other questions or in addition to	<b>Extensions:</b>  Have students fill out a chart for the plot diagram (intro, climbing action, climax, falling action, conclusion, etc - Have students create something inspired by their book/by a part of the story
<b>Assessment Plan:</b>  -Listening to students as they discuss their books with their groups and as they ask questions to their group mates -Reading the student write up on their books (sentences? Does it make sense? did they answer the questions appropriately? etc) -Did the student communicate if they were unable to finish their book even if just to you as a teacher before the class? - During reading periods was the student on task? even if working on the write up?	
<b>Lesson Notes/Reflection:</b>	