

Lesson Plan Template

Teacher Candidate: Josie Mackie		Date: November 5, 2024	Title: Reading puppet show
Grade: 1	Subject: English Language Arts	Unit: Reading Comprehension	Lesson #: 3
Core Competency: Personal Awareness and Responsibility		Profile: 3: "I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions."	
Big Idea: "Stories and other texts help us learn about ourselves and our families."		Content: Elements of a story, reading strategies, oral language strategies.	
Essential Question: How can students comprehend a story and re-tell and present it in a group, using their own words?			
Curricular Competencies: Recognize the structure and elements do a story & use developmentally appropriate listening strategies to make meaning.			
Indigenous Perspectives and FPPL: Learning is embedded in memory, history and story.			
Learning Intention: For students to use personal and social skills to collaborate in story comprehension and retelling.			
Materials: <ul style="list-style-type: none"> - The Little Red Hen story book - Puppets 			

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.*

Approx Time 10 min	<ul style="list-style-type: none"> - Students meet at the carpet - Introduce book - Class discussion – students make predictions of the story based on the cover, what do students notice?, what wonders do the students have? - Read book "The Little Red Hen", by M. J. York aloud to class – read page by page, teacher reads first, everyone reads together, students read.
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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.*

Approx Time	<ul style="list-style-type: none"> - Think, pair, share elements of the story (beginning, middle, end, characters, setting) - Class Discussion
30 min	<ul style="list-style-type: none"> - Discuss the 'big idea' of the story (you have to help friends, even when you think you won't get anything in return) - Class discussions of ways you can help friends - Break class into small groups - Distribute puppets - Students use puppet to re-tell the story in their own words

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.*

Approx Time	<ul style="list-style-type: none"> - Groups of students share their puppet shows - Revisit the parts of the story - After each group discuss how each group showed the 'big idea' of the story
15 min	




Tier 2/Tier 3: (Adaptations/Modifications) <ul style="list-style-type: none"> - Students can create a background image for their groups puppet show and hold it as a part of the presentation for shy/non-verbal students. 	Extensions: <ul style="list-style-type: none"> - Students put their own 'twist' on the story, showing a deeper level of comprehension by demonstrating the same 'big idea' through different puppet shows.
Assessment Plan: Qualitative assessment students self-regulation and group work. Qualitative assessment of students ability to identify parts of the story and students comprehension of the story. Students self-evaluate their work using the provided rubric.	
Lesson Notes/Reflection: <ul style="list-style-type: none"> - Teacher makes the student puppet show groups and assigns roles to avoid disagreements. 	



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Rubric:

			
I can work with my team nicely and manage my emotions.			
I can re-tell a story in my own words.			
I can use a good, loud voice when doing my puppet show.			