**Grade 1 Reading and Writing Lesson Plan**

| **Teacher Candidate:** Sophie Henderson | | **Date:** Sept 22, 2024 | **Title:**  Reading And Writing Letters Inspired by “Letters from Bear” by Gauthier David and Marie Caudry |
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| **Grade:** 1 | **Subject:** ELA | **Unit: -** | **Lesson #:** 1 |
| **Core Competency:** Recognize the importance of story in personal, family, and community identity, Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation | | **Profile:**  Communicating Profile 6 | |
| **Big Idea:** "Everyone has a story to share" and "Language and story can be a source of creativity and joy." | | **Content:**  Metacognitive strategies, language conventions, and phonological awareness. | |
| **Essential Question:** How can we tell stories to loved ones in silly and fun ways? | | | |
| **Curricular Competencies:** metacognitive strategies, language conventions, and phonological awareness. | | | |
| **Indigenous Perspectives and FPPL:** Discussion of written story and communication vs Oral Storytelling | | | |
| **Learning Intention:** Students will enhance their reading comprehension and writing skills by writing a letter using creative exaggerations. They will explore language features (letter-sound correspondence, sentence structure) and develop metacognitive awareness of themselves as writers. | | | |
| **Materials:**   * “Letters from Bear” by Gauthier David and Marie Caudry * Writing Paper and Pencils * Sample Letter Template (For easier Modification) * Colouring tools (crayons, pencil crayons, markers, preferred tool of their choice) | | | |

**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  18 Minutes | 1. Read “Letters from Bear” aloud, emphasizing Bear's journey and his letters. 2. While reading, highlight key conventions, like directionality of words, punctuation, and letter-sound relationships 3. Introduce discussion following the book. Discussion- leading questions can include, “Why does Bear write letters to his friend?” “How does Bear feel throughout his journey?” "Can you think of someone you'd write a letter to if you were on a journey?" 4. Lead a brief discussion about the story's theme of sharing experiences and how Bear uses his letters to stay connected with a loved one. |
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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  25 Minutes | Ask students to imagine they are on an adventure like Bear. They will write a letter to someone they love, telling a real story but using imaginative exaggerations, just as Bear does.  Example: "I saw the biggest mountain with a rainbow on top, and I climbed it in just two jumps!"    - Metacognitive Strategies: Guide students to think about their own learning and writing:  - Reflection Questions:  - “What will you write in your letter?”  - “How can you make your story more exciting, like Bear does?”  - Goal Setting: Ask them to decide on one imaginative element to add to their story (e.g., a talking animal, flying over a mountain).    - Writing Task:  - Students write a 3-5 sentence letter to a loved one.  - Encourage legible printing, correct letter formation, spacing between words, and capitalization at the beginning of sentences and for names.  - Students draw a picture to accompany their letter |
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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.

| Approx  Time  20 minutes | Now, gather the students back together, ideally in a circle, and have them bring their letter and illustration.  - Sharing: Allow students to read their letters aloud if they wish. Highlight the joy and creativity in their stories.    - Reflection:  - Ask: “What did you enjoy about writing your letter? How did you use your imagination?”  - Self-Evaluation: “Did you make your writing exciting and clear? What could you do next time to make it even better?”  - Cementing Learning:  - Ask students to underline a word they sounded out by listening to the letters (developing letter-sound correspondence awareness).  - Have students point out the punctuation they used and why it’s important.  - Tying Back to Objectives:  - Remind students how they used language to share their stories, just like Bear, and that their words brought joy to others.  - Ask them to explain how stories can be real but also creative, reinforcing the "Language and story can be a source of creativity and joy" big idea. |
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| **Adaptations/Modifications:**   * Either longer/shorter letters * Handwritten or typed * Can be shared orally/written copy swapped or shared with a partner/group, paper * Can use talk to type | **Extensions:** Illustrated Postcards  * After writing their letters, students can design postcards with drawings that reflect the adventure described in their letters. They could add imaginary landscapes, animals they "met," or symbols of places they "visited." This activity connects creativity with visual storytelling and could be turned into a class gallery or a "mail wall."  2. Map-Making Activity  * Have students create maps of their “adventures,” marking key locations they describe in their letters. They could start with a simple path from their "starting point" (like their school or home) to the end of their journey, adding symbols for lakes, mountains, or forests they imagine along the way. This incorporates geography in a fun, age-appropriate way.  3. Letter Exchange  * Arrange a letter exchange with another first-grade class, ideally in a different part of your city or even a nearby town. This would allow your students to “receive” letters back, possibly embellished in similar ways. It introduces the concept of pen pals, and they’d get to share in the joy of receiving a letter!  4. Adventure Dioramas  * Each student can create a small diorama depicting a scene from their imaginary adventure. For example, if they wrote about “crossing a river on a raft,” they could create a mini version using a shoebox and materials like paper, clay, or natural items. This adds a hands-on, creative dimension to their storytelling.  5. Adventure Story Time Circle  * Have a "storytelling circle" where students read their embellished letters aloud to each other. After each reading, classmates can ask one or two questions, encouraging active listening and engagement with each other's stories. This could help reinforce speaking and listening skills while giving students a platform to share their creative ideas.  6. Nature Connection Walk  * Plan a short nature walk around the school (or even inside, using plants or classroom decorations). During the walk, ask students to imagine one last “adventure” they could add to their letter. They might “spot” a forest creature, “discover” a hidden path, or “see” a mountain in the distance. This would be a nice grounding activity, linking the imaginary journey with nature in their own environment.  7. Classroom "Mailbox" and Ongoing Letter Writing  * Set up a “mailbox” in the classroom where students can write follow-up letters or notes to their loved ones over time. They could continue their adventures or create sequels, giving them an outlet for continuous creative writing. This mailbox could also become a year-round project for ongoing letter-writing practice. |
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| **Assessment Plan:**  - Observation during the discussion and writing process to ensure students understand and use conventions (e.g., spacing, punctuation).  - Letter Evaluation:  - Look for legible printing, the use of capital letters and punctuation, clear sentence structure, and imaginative exaggerations.  - Self-Evaluation: How well students reflect on their learning process and story creation. | |
| **Lesson Notes/Reflection:** | |