** LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | grade 5 english language arts | School: | Suwilaawks |
| --- | --- | --- | --- |
| Date: | Nov 19 2024 | Allotted Time: | 45 min |
| Topic/Title: | Readers Theatre Getting into Roles - Lesson 2 |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| --- |
| The students will collaborate to assign roles within the Readers Theatre groups and begin developing an understanding of their scripts through group read-throughs. Students will also deepen their vocabulary knowledge by analyzing a key word from their script using a word map, promoting comprehension and connection to the text. The lesson focuses on teamwork, fluency, and expressive reading.  |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| --- | --- |
| ☐x COMMUNICATION – Communicating☐ COMMUNICATION – Collaborating ☐x THINKING – Creative Thinking☐ THINKING – Critical Thinking☐x THINKING – Reflective Thinking☐x PERSONAL AND SOCIAL – Personal Awareness and Responsibility☐ x PERSONAL AND SOCIAL – Positive Personal and Cultural Identity ☐ PERSONAL AND SOCIAL – Social Awareness and Responsibility | Communication * students collaborate to assign roles and discuss the script within groups
* students will actively listen and share ideas
* students will work together to complete word map and start to develop their performance

Thinking* students will brainstorm expressive ways to bring their parts to life
* groups will start to explore tone, pacing and vocabulary
* students will analyze the vocabulary word and make connections

Personal and Social* Students will select parts the reflect their strengths and comfort
* students will practice inclusion within the groups
* students will be respectful, ensure all members have a part and work together towards the christmas concert
 |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| --- | --- |
| *X* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ☐X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ☐X Learning involves generational roles and responsibilities.☐ Learning recognizes the role of Indigenous knowledge.☐X Learning is embedded in memory, history, and story.☐ Learning involves patience and time. ☐X Learning requires exploration of one's identity.☐ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * the lesson emphasizes collaboration and relationship building with in the groups
* students engage in experiential learning through expressive reading
* students will learn how communication can impact the group dynamic and the performance
* students are engaging in storytelling through readers theatre
* the process of practicing and learning the poem takes time
* students will explore their personal strengths and identities, building confidence for the performance
 |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| --- |
| Using language in creative and playful ways helpsWe understand how language works. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

| **Curricular Competencies:***What are students expected to do?*  | **Content:***What are students expected to learn?* |
| --- | --- |
| Use a variety of [comprehension strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core#;) before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core#;)Identify how differences in context, perspectives, and voice influence meaning in [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core)[Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core) to build shared understandingUse [oral storytelling processes](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core) | Story/text* [forms](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core#;), [functions](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core#;), and [genres](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core#;) of [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core#;)
 |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| --- |
| Formative AssessmentParticipation in groups* observe how students contribute to the group discussions during assigning roles and creating the word map
* look for evidence of collaboration, listening and respectful communication

Oral reading* observe students first attempts at fluency, expression and pacing during group read through
* provide feedback and guidance if needed

Vocabulary word map* look for completeness and accuracy

Self-Reflection* at end of lesson ask students to reflect on their role in the group (1-4 fingers up)
 |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| --- |
| Differentiation* I have provided varied reading level scripts to ensure all students can participate comfortably
* I will put students that struggle with stronger students to support group dynamics
* I will highlight roles that are less complex to certain students that need extra support

Vocabulary support* I can pre-teach vocabulary to students who may struggle
* I will have sentence starters ready for EA to help complete the word map

Fluency Practice* I can allow students to rehearse individually or with support staff if they feel shy about the reading aloud in the group

Pre - lesson prep* I will have groups ready before the lesson
* I will speak to EA and youth support to let them know what will happen during lesson so they can help the students that may need extra support
* I will speak to student “J” before lesson to ask what his role could look like

Behavioral Challenges* I will set clear expectation and guidelines during the lesson (respect, turn-taking)
* I will circulate the classroom to be present and disengagement any minor conflicts
 |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * copies of the poems (enough for everyone to have own copy)
* vocabulary word map handouts
* markers and highlighters
* paper for any note taking
* pencils, erasers, coloured pencils
* whiteboard, markers
* TPT
 |

1. **LESSON OUTLINE**

| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| --- | --- | --- |
| **OPENING:***e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | **Introduction**Teacher- bring students to the carpet“Last lesson, we explored 5 different poems and you each chose your top three favorites. I mentioned that these poems will be part of our exciting Christmas concert series, where we will perform them for family and friends”“Today we’re moving into the next steps! You’ll be placed in your groups, work together to start to explore who will take on each part and start a bit of practice on your poems. I also have an activity planned for us in the groups.” | 5 min |
| **BODY:*** *Best order of activities to maximize learning -- each task moves students towards learning intentions*
* *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback*
* *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling*
* *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*
 | **Group formation and group discussion about roles**teacher - expectations* read through the script as a group, give everyone a chance to read and hear the poem
* start to discuss the different roles, make sure everyone is comfortable with the roles
* this is a group effort, so make sure everyone is being respectful, talk through any issues and come up with solutions, raise hand if you need help
* please stay in assigned table and remain with your group, focus on teamwork and that everyone feels included

teacher assigns groups* one group by one group will be called up to get their poems and head to a assigned table and wait for further instructions
* once all groups are assigned and groups are at tables with their poems teacher will give next steps

teacher “Alright everyone, now that you're in your groups and have your poems, it’s time to explore the poems, and start to decide who will take on which role.”remember * work together
* respect everyone's ideas and contributions
* make sure no one is left out

teacher - walk around to check in with each group**Activity -Vocabulary Word Map**teacher * handout word map, explain each group will be completing a word map for a vocabulary word from their poem
* each student will complete their own word map, but groups can work together to complete it
* when completed students will have teacher check for accuracy and put into their ELA folder
* while groups wait for all groups to be done they can do more practice quietly
 | 15 min15 min |
| **CLOSING:*** *Closure tasks or plans to gather, solidify, deepen or reflect on the learning*
* *review or summary if applicable*
* *anticipate what’s next in learning*
* *“housekeeping” items (e.g. due dates, next day requirements*
 | **Wrap -up**Self- reflection * do a check with the class to see how the group work went, ask students us a 1-4 scale and students use their fingers to show - 1 - not good, 2- just ok, 3 - went well but needs improvement, 4 - went great
* “how do they feel about the scripts so far?”
* “How well did your group work together today?”
* “did everyone in your group have a chance to share their ideas and contribute?”
* “How respectful was your group during discussions?”
* “how fair was the decision-making process when assigning roles?”
* “How well did your group stay focused and on task?”

Teacher - Let students we will continue to practice our poems and try different activities to help the whole class to prepare for the christmas concert series  | 5 min |

1. **REFLECTION** *(anticipate if possible)*

| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
* *What went well in the lesson (reflection on learning)?*
* *What would you revise if you taught the lesson again?*
* *How do the lesson and learners inform you about necessary next steps?*
* *Comment on any ways you modeled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
* *If this lesson is being observed, do you have a specific observation focus in mind?*
 |
| --- |
| I think overall the Reader Theatre lesson went well. I was prepared and confident in what I was teaching and the expectation of students. Of course, after the post meeting with Melanie and some self reflection I have a few things I would change for next time. The first thing I would change is, pre teaching what a word map is and how to do one to the whole class. I realized very quickly that the students did not know what a word map was and had to adjust accordingly. I did it with the students (“we do”) step by step on the board so they could follow along. It went well after that and got completed. Another thing I would change, which is a suggestion for Melanie, is using a “slip” with what groups they are in and then release them from the carpet. I found it was a little loud and continued to get louder as the other groups got their poems. If they had to wait to get their poems I think it would have kept the groups quieter. I really enjoyed this lesson and will use this idea of readers theater in my future classroom. |

 **Readers Theatre**

**Lesson 1 - Introducing readers theater for the christmas concert series**

**Materials**

* copies of christmas poems (printed and digital)
* Sticky notes
* Pencils

**Learning objectives**

* Understand the concept and purpose of readers theater
* Develop an appreciation for expressive reading and storytelling
* Explore and choose a readers theater script based on the poems
* Prepare for a performance to share with the school community

**Introduction 10 min**

* Explain that the class will be doing a readers theater for the christmas concert series this year for their family’s and friends
* Explain that readers theater is a style of performance where the focus is on reading with expression, rather than memorizing lines or elaborate staging
* This is going to be a fun way to improve reading, comprehension and confidence with reading while you preform and show all your hard work this year in english to your family’s and friends
* So we as a class are going to create the readers theater performance, practice and then share all the hard work

**Read christmas poems 20 min**

* Teacher reads all 5 poems
* Have the poem on the TV so students can follow along
* Teacher is to model expressive reading and emphasize tone, pacing and emotion
* After reading all the poems ask “what did you like about the poem?” “which parts stood out or felt fun to perform?”

**Script selection and wrap up 5 min**

* Hand out sticky notes
* Tell students to write down their top 3 choices and hand that in
* Only give a few mins (so they don't ask their friends)
* Explain that I will consider their choices when assigning the scripts and roles
* Explain the next steps will be for me to make the groups, for students to start working in the groups to practice, and a few activities along the way to help with understanding and the performance

**Lesson 3 - Rehearsal and Expressive Reading Practice**

**Lesson 4 - More Practice and Integrating Movement**