# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | Asking Questions | **Lesson #** | 4 | **Date:** | **November 29, 2024** |
| Name: | Randi Lang  | Subject: | LA | Grade(s): | 6/7 |

Rationale:

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| **The goal of this lesson is for students to be able to ask questions before, during, and after reading that reach beyond the surface of the story to a deeper place of thinking. This will prepare students to make inferences and find meaning behind the story. Students will learn the difference between quick surface questions and deep-thinking questions.**  |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| * Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.
* **Students participate in sharing activities to deepen their understanding of the book and be exposed to others’ interpretations.**
 | * Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as **questioning**, and reach a simple conclusion, while others may involve more complex inquiry requiring **extensive thought and reflection.**
* **Students will practice their skills of questioning and extensive thinking and reflection by brainstorming deep-thinking questions using a guide**
 | * Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.
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Big Ideas (Understand)

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| Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * [Think critically, creatively, and reflectively](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;) to explore ideas within, between, and beyond [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;)
* Respond to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;) in [personal, creative, and critical ways](https://curriculum.gov.bc.ca/curriculum/english-language-arts/6/core#;)
 | * **using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences**
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Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * Students will be able to formulate questions about the book in groups on large white boards
* Students will be able to connect the task with the theme of deep-thinking questions
* Students will be able to work amicably and inclusively with peers in their group
 | * **Students will be in groups writing brainstorm questions on their group’s whiteboards as the teacher circulates to check for understanding of the task**
* **The teacher will allow students to survey the room for other ideas**
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Prerequisite Concepts and Skills:

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| * **Students will be able to sit and listen to the story being read to them**
* **Students will be able to move from one location of the classroom to another without distraction**
* **Students will be able to work in groups and share ideas**
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Indigenous Connections/ First Peoples Principles of Learning:

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| * This lesson connects to the FPPL “Learning is embedded in memory, history, and story” because students will engage with the story as they learn to asking meaningful questions about it.
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Universal Design for Learning (UDL):

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| **Students who struggle with reading or learn better by listening can listen to the poem. Visual learners can read the poem because everyone will have it in front of them.**  |

Differentiate Instruction (DI):

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| Students who have trouble coming up with questions are encouraged to peek at others’ ideas before formulating a question/answer. Examples will be provided. Students who are more advanced are encouraged to formulate a deep-thinking question about their current read-to-self text or the class read aloud text.  |

Materials and Resources

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| * Youtube read aloud
* Powerpoint
* Worksheets
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Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set – “HOOK”):* <https://www.youtube.com/watch?v=BOCQd6VCQ8w>
* Tupac Shakur video talking about his poem
* <https://www.youtube.com/watch?v=lqQ2NdvoL8o>
* Video with voiceover
 | * Brainstorm questions as a group about what would be different about an underwater school
 | 5mins |
| Body:* Teacher will handout worksheets and explain them
* Teacher will read the poem “The Rose That Grew From Concrete” by Tupac Shakur aloud to the students
* Teacher will instruct students to think-pair-share with their table groups
* Teacher will circulate the room assessing group activity, participation, and comprehension
* Teacher will circulate to assess students while they work, being available for questions
* Teacher will ask students to leave a star on an answer they thought was the most interesting. (They can star as many as they want)
 | * Students sit at tables and listen to the poem
* Students will think-pair-share
* Students will complete worksheet
* Students will put a star next to peers’ answers they found interesting
 | 3mins1 min15min |
| Closure:* Teacher will collect worksheets
* Teacher will ask if anyone would like to share their ideas
 | * Students will hand in their worksheets
* Students will reflect and share about the activity as instructed
 | 5 mins |

Organizational Strategies:

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| * **Clapping pattern for attention if needed**
* **Having the groups already decided ahead of time**
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Proactive, Positive Classroom Learning Environment Strategies:

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| * **Giving the students time to share their ideas with their table groups helps foster connectedness**
* **Having students work in groups to help each other brainstorm**
* **Having a method such as clapping pattern to gain attention**
* **Having clear instructions**
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Extensions:

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| **This lesson can lead into more advanced poetry analysis** |

Reflections (if necessary, continue on separate sheet):

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