

## LESSON PLAN TEMPLATE

<b>Date</b>	Nov. 17, 2022	<b>Lesson Title</b>	Cloud Lesson (Predicates and Subjects)	<b>Grade Level</b>	4, 5
<b>Time in Lesson</b>	20 mins	<b>Subject</b>	ELA	<b>Lesson #</b>	1 (post intro lesson) of 5
<b>Developed by</b>	Morgan Saunders				

### IDENTIFY DESIRED RESULTS

<b>Learner Outcomes from the Program of Studies</b> What are the SPECIFIC outcomes to be addressed in this lesson?	
General Outcomes (Grade 4 and 5) <ul style="list-style-type: none"> <li>General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.               <ul style="list-style-type: none"> <li>2.3 Understand forms, elements and techniques</li> </ul> </li> <li>General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.               <ul style="list-style-type: none"> <li>4.2 Attend to conventions</li> </ul> </li> </ul>	
<b>Objective in student-friendly language</b> What will students understand/experience/appreciate as a result of this lesson?	<b>Assessment Strategies</b> What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?
By the end of this lesson students will...  Understand the difference between a subject and predicate  Identify the predicate and the subject  Understand the predicate as the doing-part of the sentence or as everything except the subject  Use predicates & subjects to create grammatically correct sentences	Cloud worksheet will be correct completion based as there will be a teacher check before they move on to cutting out the subjects and predicates.  I do not make use of formal prior assessments, just anecdotal assessment of the students' abilities and understanding  (This anecdotal assessment coming from my Partner Teacher at the time as I was just getting to know the students)

<b>Resources</b> <b>What materials/resources/technology will be required?</b>	<b>Personalization/Differentiation</b> <b>How will you attend to the needs of ALL learners in this lesson?</b>
<ul style="list-style-type: none"> <li>• Cloud Worksheet</li> <li>• Highlighters (two different colours)</li> <li>• Scissors</li> <li>• Plastic bag in the event they don't finish this lesson today (to store cut out subjects and predicates)</li> <li>• Chart Paper (for brief review of the intro lesson of predicates Ms. Allie did)</li> </ul>	<p>Differentiation will be case by case for example:</p> <ul style="list-style-type: none"> <li>• Offering to highlight with/for them</li> <li>• Offering choice like 'colouring over or circling with two different pencil crayons</li> <li>• Helping some more or less than others to identify the subjects vs predicates or prompting differently</li> <li>• Checking in as they work as well as a final check before moving on to the next step (to avoid frustration)</li> </ul>

## LESSON PLAN SEQUENCE

<b>Introduction</b> <b>How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?</b>		
<p>I will directly reference and check their knowledge of predicates and subjects by using the chart paper from Ms. Allie's first predicate lesson (which has sentence examples). I will ask them what the subject is and what the predicate is (or which part that's underlined or circled is the predicate and which is the subject?). If they get it right off the bat then we can move into the lesson very quickly, otherwise I will re-teach with some examples or do the worksheet with them.</p>		
<b>Learning/Activity Sequence</b> <b>How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.</b>		
<b>What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?</b>	<b>What are the STUDENTS doing? How are they engaged while you are teaching the lesson?</b>	<b>Approx. time</b>
<b>The teacher is showing the students the chart paper and asking them to identify the subject and predicate in the sentence examples from the first lesson by Ms. Allie.</b>	<b>The students will be listening and answering the inquiries of the teacher regarding predicates and subjects, then will move into the activity of the day.</b>	<b>2 mins (5 minute max)</b>

<p>The teacher will explain the cloud worksheet, and will ask the students questions in order to complete an example of one subject and predicate to show the table/group what is expected</p>	<p>The students will participate in the example making, and will then begin to highlight the worksheet/complete it as shown.</p>	<p><b>2 minutes (3 mins max)</b></p>
<p>The teacher will assist the students as they work on the worksheet, and once students finish, the teacher will check their work. Once checked and completed, the teacher will ask the students (after a 1-2 min body break) to cut out their subjects and predicates.</p>	<p>The students will work on the worksheet:</p> <ul style="list-style-type: none"> <li>• Identifying the subjects and highlighting them one colour, as well as identifying the predicates and highlighting them another colour</li> <li>• Marking their highlighter colour in the corresponding box of the legend on the worksheet</li> <li>• Once finished, or if they need help, they can ask the teacher to assist them or check their work</li> <li>• Students will cut out their subjects and predicates</li> </ul>	<p><b>10 minutes</b></p>
<p>The teacher will observe the students arranging their subjects and predicates into grammatically correct sentences and will offer assistance if needed. The teacher will check over all the sentences for each student, and once they are complete the teacher will dismiss them for another break/the end of this centre.</p>	<p>The students will make all their subjects and predicates into grammatically correct sentences. The students will get them checked by the teacher and will then be allowed to take a break/finish the literacy centre.</p> <p>(If we run out of time, this will be merged with the next lesson)</p>	<p><b>5 minutes</b></p>

### Conclusion

How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?

This is a part of a series of ongoing lessons in literacy, so the students' understanding will be checked in multiple ways during this lesson, and over the next few lessons as well, as they will be incorporating different methods of teaching and testing the students knowledge of the subject (in this case, predicates) as the students progress through them.

The students at this school (due to the ABA programming, ASD population, and high differentiation based on student needs) work for breaks or high reinforcement activities in order to keep them engaged and to allow them the chance to focus on specific classes and concepts during these concentrated lesson times.

## **PRE-SERVICE TEACHER SELF-REFLECTION**

**In your self- reflection of your lesson, please consider the following questions:**

- 1. What went well in your lesson? What were the strengths of the lesson?**
- 2. What are the areas that need to be refined? What might you do differently next time?**
- 3. What are your next steps to further develop/ refine this lesson? How will you continue to grow in your practice? What actions will you take?**

**These are additional questions that can help guide your response to the three self- reflection questions.**

- How do you feel your students experienced this lesson?**
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?**
- How did you employ formative assessment for/of/as learning?**
- Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations?**
- Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?**