

LESSON PLAN

DATE: November 26, 2015

TIME: 8:32-10:02

CLASS: Cycle 1 Grade 2

DURATION: 90 minutes

SCHOOL: Hampstead Elementary School

QEP Competencies

English Language Arts

- Competency #2: To write self-expressive, narrative and information-based texts.

Visual Arts

- Competency #1: To produce works in the visual arts.

OBJECTIVES (CURRICULUM DOMAIN)

- Students will make text-to-self connections.
- Students will be able to state their opinion and give reasons as to why they support their opinion.
- Students will be able to use appropriate capitalization and punctuation when writing.

GROUP SIZE & MATERIALS

“Don’t Let the Pigeon Drive the Bus!” by Mo Willems, pencils, crayons, paper, handout that will be provided by the teacher, SmartBoard.

PROFESSIONAL COMPETENCIES:

Communicate:

1. To act as professional inheritor, critic and interpreter of knowledge or culture when teaching students.

I will connect student’s experiences (I will pose the question, “Have you ever wanted to do something you were not allowed to do?”) I will then correlate their experiences to the narrative. I will remain aware of the whole class throughout this lesson.

2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

I will pace myself when reading, and articulate works correctly, so that students understand the context of the story, as well as the important of dialogue. I will break down the lesson into steps, so that students will understand what is expected of them throughout the class time. I will encourage students to ask questions if they do not understand.

4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

I will be organized and motivate students to participate throughout the reading process and activities. I will employ a student- centered teaching approach and encourage students as they complete their read and responses.

5. To evaluate student progress in learning the subject content and mastering the related competencies.

I will evaluate students' progress by evaluating their read and response after they have completed it.

8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

I will use the SmartBoard to showcase questions after the book is read.

Using the SmartBoard will keep the students captivated and eager to learn.

TIME	LESSON
35 mins.	<p>Introduction: I will begin the lesson by posing a question, <i>Have you ever wanted to do something you were not allowed to do?</i> I will encourage students to talk to one another about how it felt being told you were not allowed to. After a brief discussion, I will introduce the book. I will show students the front cover and ask them their thoughts on what they think the book is about by observing what they see.</p> <ul style="list-style-type: none">• I will say today we will be reading, “Don’t Let the Pigeon the Bus!” by Mo Willems. I will begin to read.• Throughout the reading of the book, I will prompt the class and say that as we read we may have feelings about the Pigeon and the situation and to feel free to share their ideas.• Post read aloud, facilitate a discussion using the direct instruction method. <i>Can anyone tell me why this pigeon wanted to drive the bus?</i> We will also go over a couple of questions that are being displayed on the SmartBoard that relate to the story. Students will be able to give their opinion as to whether they think the pigeon should have driven the bus, along with why should or should not the pigeon drive the bus. This part of the lesson will help them with the writing activity.

Development:

45
mins.

- I will explain to the students that we will be doing a read and response. I will explain the handout. Students will be giving their opinion as to whether the pigeon should drive the bus. The handout will be asking them the following question, *Would you let the Pigeon drive the bus? Why or why not?*
- Students will write a couple of sentences in response to the question.
- I will remind students that when we write we must begin with a capital and end with a period. I will also tell students to use the word wall for words that they are having trouble spelling.
- Once they are complete and happy with what they wrote, they will edit their own work.
- Students will then have the opportunity to draw a picture to accompany their writing.

Closure:

10
mins.

- If time permits, the students will share their opinions with the rest of the class.

What's next? Extension:

- Don't Let the Pigeon ... book. Students will create their own version of "Don't Let the Pigeon Drive the Bus."

Evaluation Observation:

- Was the student able to contribute to the class discussion surrounding the book, "Don't Let the Pigeon Drive the Bus."
- Was the student able to follow directions and use the time wisely?