

Lesson Plan Components: Grades 1-12

Subject/Course: Language & Visual Art	Name: Adapted from EDUC 4736 teacher candidates' plans
Grade Level: Grade 3	Date(s) & Time(s): February 13, 2023, 9:00-9:45 am
Topic: <i>Charlotte's Web</i> by E.B. White	Length of Lesson: 45 minutes

EXPECTATION(S)

Specific Expectation(s):

Language Arts

- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a paragraph piece of writing, using a paragraph frame
- 2.3 Use words and phrases that will help convey their meanings as specifically as possible

Visual Art

- D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

Learning Goal(s)/Refined Expectations(s):

Learners will discuss the spider webs they designed previously to reflect the themes of friendship and love. Learners will discuss their webs and write a paragraph based on what they have drawn in their personal web.

Learners will complete their web based on the emotions that they were feeling when they are talking about friendship and love. The web should represent their own personal feelings and thoughts about the main ideas in *Charlotte's Web*. Learners will participate in discussion with classmates. Discussion should be focused on what they think about other students' webs and how they differentiate from their own web. Learners will write a paragraph based on what students have drawn in their personal web. This paragraph will need to be drafted and looked at by a peer, prior to good copy being completed.

Success Criteria (if appropriate):

- Design a spider web to show what I know about friendship and love after reading and discussing *Charlotte's Web*
- Write a paragraph to explain and expand upon the ideas in my web

ASSESSMENT/EVALUATION

Curriculum

Strategy: Art project reflection

Recording Device: Rubric, see Appendix A

Learning Skills

Skill(s): Independent work, Collaboration

Recording Device: Anecdotal Notes, see Appendix B

DIVERSITY AND INCLUSIVITY

- Students will have already started their web in previous lesson
- Students are aware of how to properly form a paragraph
- Physical (Broken Arm):
 - AC has a broken arm. She will be allowed to use technology (iPad) to create web
 - AC will also be provided to use speak to text software technology to write paragraph
- Learning Disability (Autism):
 - Give VR direct instruction of the task
 - Create post it with her worksheet, with the steps to success written on them in order for her to stay on task
- English Language Learners (ELL):
 - Scribing
 - KL will be provided with directions on a separate sheet, for reference whenever student is stuck

LEARNING ENVIRONMENT (Physical Space)

- SMART Board at front of class, or visible to all students
- Students at desks
- Students at front of class to present their web
- Possibility that students may be in the hallway to record their presentation

RESOURCES AND MATERIALS

- Ontario Ministry of Education. (2006). *The Ontario Curriculum, Grades 1-8: Language*.
<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language>
- Ontario Ministry of Education. (2009). *The Ontario Curriculum, Grades 1-8: The Arts (Revised)*.
<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-arts>
- Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario schools—Covering Grades 1 to 12*. Available online at: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- *Charlotte's Web* written by E.B. White
- SMART Board, iPads, whiteboard and markers, paper, pencils, pencil crayons, construction paper, glue
- Graphic organizer, assignment samples

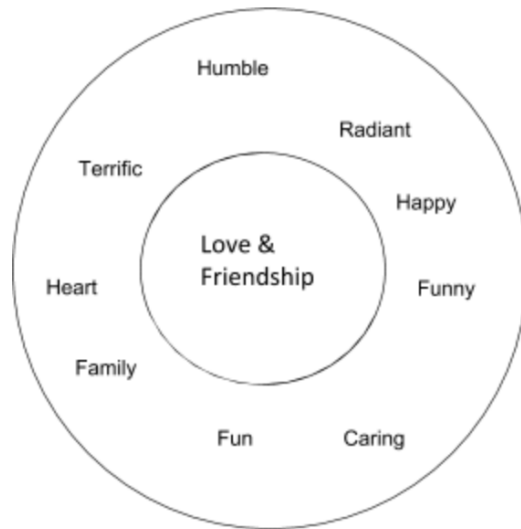
TEACHING/LEARNING SEQUENCE

Beginning/Activation: (10 minutes)

- Bring students to circle time
- Watch *Charlotte's Web* video clip (licensed DVD or free online access)
- Collaboration: responds positively to the ideas, opinions, values, and traditions of others
 - Go over expectations and regulations when collaborating with other; e.g., showing respect for others, listening when it is not our turn to talk, raise your hand etc.
 - Get students engaged by asking them to discuss questions with an elbow partner:
 - Ask students why friendship and love are important
 - Ask students to give examples of what friendship is
 - How does friendship and love make you feel?
- Discuss as a whole in the classroom; learners share their spider webs as part of the discussion.

Middle/Action/Application/Exploration: (33 minutes)

- Following discussion about love and friendship, the teacher will create a circle map on the whiteboard to help students generate ideas for their paragraphs



- Act as facilitator for class discussion, but allow students to control the pace and direction of conversation
 - Remembering
 - What events relate to friendship and love in the book/video clip?
 - She writes on the web with her finger
 - make a bubble chart with kids describing the themes
 - Understanding
 - What was the message of the book/video clip?
 - Who was the key character, you perceive, to have had the biggest connection to these themes?
 - Apply
 - How does the story relate to things in your life?
 - What are some of the problems in the book in regard to the other animals and Charlotte? (Why don't the other animals like Charlotte?)
 - Analyze
 - How is what we learned today applicable in your life?
 - Can you tell me one thing you learned today that you can apply in your everyday life?
 - Evaluating
 - Do you agree with the actions of Charlotte?
 - What have you learned about yourself in the process of creating your web?
 - Creating
 - Can you design a spider web that reflects friendship and love in your life?

Independent Work: uses class time appropriately to complete tasks

- Go over expectations and regulations when working independently (e.g. works quietly, doesn't disrupt neighbour, uses time wisely, etc.)

Students will be informed that they will be evaluated on their paragraph.

Contingency plan: If learners have difficulty identifying elements from *Charlotte's Web*, have them first identify examples from their lived experiences.

End/Consolidation/Communication: (2 minutes)

- Take a minute to think about presentation for next class (putting spider web and paragraph together)
- Inform students that the next class good copies and web must be completed. A few minutes to prepare will be given at the beginning of the next class
- Students will be asked to clear their desks and get ready for recess

REFLECTION

- A few shy students started recording their presentation using technology, although students worked in the hallway to complete this task, successfully stayed on track
- Physical:
 - Student was successfully able to use technology for speak to text to get paragraph done
 - Student was successfully able to create a web using technology
 - Student was able to stay on task while having the use of technology
- Learning Disability:
 - Student was able to stay on task with a worksheet provided to him giving clear instruction
 - First/Then statements kept student on track with his work
 - student loved having creative liberty when drawing his own web
- English Language Learners (ELL):
 - Having an instruction side page for student worked great
 - Having a classmate help also worked very well with student
- Next class, groups will present their webs to the class and hand in their written reflection; the oral presentation will offer an opportunity for assessing learning.
- Some of the students needed to be reminded to stay on task. There was not enough time to use the anecdotal recording device effectively during the application process.
- Students did an excellent job at collaborating with their classmates during group discussion.