

Bachelor of Education (Elementary)
Abridged Lesson Plan for EDLL3100

Lesson Title: _____ Rhyming In The Red Canoe _____

TC Name(s): _____ Subject: English Language Arts (ELA) Grade: 2
_____ Diara Hindle _____

Rationale:

We will study rhyme and rhythm using a book written by a local author, focusing on relationships with the elders in our lives, contributing to social awareness and responsibility while also diving into literary elements and devices.

Indigenous Connections/ First Peoples Principles of Learning:

- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits and the ancestors
 - This story prioritizes relationships with elders and family members, elders play an important role in indigenous culture, and these relationships should be cultivated and respected
- Learning involves generational roles and responsibilities
 - By tying the younger generation to that of the elders, we strengthen the bond between generations and allow for roles and responsibilities to be passed on and encouraged.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> ● Collaboration <ul style="list-style-type: none"> ○ Supporting group interactions: Students work together to build rhymes and participate in the popcorn rhyme activity ○ Working collectively: Without teamwork, the popcorn rhyming game will not be successful 	<ul style="list-style-type: none"> ● Creative thinking <ul style="list-style-type: none"> ○ Creating and innovating: Using a base word to build off of and practice literary devices like rhyme, requiring creative thinking 	<ul style="list-style-type: none"> ● Social awareness and responsibility <ul style="list-style-type: none"> ○ Building relationships: Interacting with and encouraging each other during group activities

Big Ideas (Understand):

- Playing with language helps us discover how language works
- Stories and other texts connect us to ourselves, our families, and our communities

Learning Standards:

(DO)	(KNOW)
Learning Standards – Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none">● Use developmentally appropriate reading, listening, and viewing strategies to make meaning<ul style="list-style-type: none">○ Listening to and interacting with the text in order to extract the meaning and values of the story, in this case the value of relationships with family● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community<ul style="list-style-type: none">○ Elders are an important part of our community, and relationships with them should be valued and cultivated○ This text encourages said relationships, but this meaning must be established by the audience	<ul style="list-style-type: none">● Elements of story<ul style="list-style-type: none">○ Practice with plot and characters, as well as setting and elements of story● Literary elements and devices<ul style="list-style-type: none">○ Primarily rhyming, as well as some other literary devices

Instructional Objectives & Assessment:

Instructional Objectives – Students will be able to.../SWBAT:	Assessment
<ul style="list-style-type: none">● Understand and replicate basic rhyming● Explain the importance of relationships with elders	<ul style="list-style-type: none">● Popcorn storytelling with rhyming words● Class sharing

Prerequisite Concepts and Skills:

- Ability to read at grade level
- Basic understanding of definition of rhyme
- Practice with rhyming

- Adequate vocabulary skills

Materials and Resources:

“In The Red Canoe” by Leslie A. Davidson
 Ball to toss for popcorn rhyming activity
 Whiteboard and markers

Lesson Activities:

Teacher Activities	Student Activities	Time (by minute)
<p>Introduction (“HOOK”/schema activation):</p> <ul style="list-style-type: none"> • Teacher starts the day with an attendance game, writing a word on the board and when the name is called, the student answers with a word that rhymes 	<ul style="list-style-type: none"> • Students respond to their name with a word that rhymes with the prompt word 	5 minutes
<p>Body:</p> <ul style="list-style-type: none"> • Teacher calls students to carpet • Teacher reads “In The Red Canoe” to students • Teacher asks students what they noticed about the text • Teacher asks what students noticed about the relationships and characters in the story, and if anyone has any connections • Teacher guides student reflection on the importance of relationships with elders, writing on the board as they go • Teacher reminds students of rhyme, and reads a few passages as examples 	<ul style="list-style-type: none"> • Students find their spots on the carpet • Students listen to the book, raising their hands with questions or connections • Students respond with any observations about the story • Students share observations about characters in the story • Students reflect on importance of relationships with the elders in their lives • Students listen to examples of rhyme 	3 minutes 15 minutes 5 minutes 3 minutes 5 minutes 3 minutes
<p>Body:</p> <ul style="list-style-type: none"> • Teacher prompts students to arrange themselves randomly around the room • Teacher prompts students with a word, and asks them to rhyme with said word when it is their turn 	<ul style="list-style-type: none"> • Students arrange themselves randomly around the room, at least arms length apart • Students quietly brainstorm words that rhyme with the prompt word 	3 minutes 2 minutes

<ul style="list-style-type: none"> • Using a small soft ball, teacher begins the popcorn rhyme activity • When necessary, teacher provides a new prompt word 	<ul style="list-style-type: none"> • Students catch the ball, provide a rhyming word, and then toss the ball to another student 	15 minutes
<p>Closure:</p> <ul style="list-style-type: none"> • Teacher takes ball and tells students to return to their seats • 	<ul style="list-style-type: none"> • Students return to their seats 	3 minutes

References:

Davidson, L. A., (2016). *In The Red Canoe* (L. Bifano, Illus.). Orca Book Publisher.