

## LESSON PLAN BY STEPHANIE MOSES

<b>Lesson Topic: Language – Interactive Read-aloud of ‘I found a Kitty’ by Troy Cummings</b>	<b>Grade 2 and 3</b>
	<b>Duration – 45 minutes</b>
<b>Standards: COMMON CORE CODE/ONTARIO EXPECTATIONS and description</b> <p>This lesson aligns with the below mentioned Ontario Curriculum Expectations for Grade 2 &amp; 3:</p> <ol style="list-style-type: none"><li><b>Section 1.5 of Listening to Understand: Making Inferences/Interpreting Texts</b><p>Students are expected to make reasonable predictions and support them with evidence from the text.</p></li><li><b>Section 1.4 of Listening to Understand: Demonstrating Understanding</b><p>Students are expected to demonstrate appropriate listening behaviour and demonstrate understanding of the information and ideas in oral texts by restating the main idea and several interesting details</p></li><li><b>Section 2.2 of Using Knowledge of Form and Style in Writing: Voice</b><p>Students are expected to establish a personal voice in their writing, with a focus on using familiar words that convey their feelings towards the subject or audience</p></li><li><b>Section 2.1 of Using Knowledge of Form and Style in Writing: Form</b><p>Students are expected to write short texts using several simple forms like a friendly letter</p></li></ol>	
<b>Objectives</b> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>Actively engage in whole-class discussions about the prequel of the text and make text-to-text connections</li><li>Make meaningful predictions of what is next in the story</li><li>Write a friendly letter to the main character in the book expressing their feelings towards him</li></ul>	

## **Lesson Sequence** (including activities)

### **Opening/Anticipatory Set** (engage, background knowledge, build community, entice effort)

I will introduce the lesson to students by displaying the cover of the book on the projector screen. As the book is a sequel of a book they read very recently, this will help activate their background knowledge and increase the level of engagement. I will ask them to make predictions about what they think book is going to be about and explain their thinking with evidence. A few volunteers will be given the opportunity to share their responses. This will create a sense of excitement in them about the book and increase their focus and motivation.

### **Mini-lesson** (direct instruction, model, demonstration, Graphic Organizer, Multiple Intelligences)

Students will listen to the book on the projector screen. I will pause the read-aloud once before the climax and ask them to make a prediction about what happens next. They will write their answers on a worksheet and outline evidence to support their prediction. Few volunteers will be given the opportunity to share their responses with the class.

I will ask the students to make adjustments to their predictions following the read-aloud and write down what really happened in the text.

### **Work Period** (guided practice, application, exploration, Active Learning, Grouping)

Following the read-aloud, I will ask students to write a letter to 'Kitty', one of the main characters in the story to try and convince him to come and live with them. I will ask students to look at the pattern in Arfy's letters in the book and identify what they need to include in their letter to make it sound convincing. I will open a jam board and record their responses on 'post it notes' and display it on the screen to help students decide the contents of their letter. I will review the key elements of a letter like To, From and date before they start writing their letters.

### **Closing** (debrief, summary, reflection)

I will provide students an exit ticket at the end of the lesson. The exit ticket will follow the 3-2-1 strategy; students will be asked to write 3 adjectives that describe Arfy, the main character, 2 things they liked about the book and 1 suggestion for the next book in the series.

## **Modifications/Accommodations**

There is a student who has challenges with printing. He prints very slowly and easily loses motivation to complete tasks due to this reason.

- I will tell him that he can draw his predictions instead of writing it on the worksheet. This will ensure he tries making meaningful predictions without worrying about his printing and spelling challenges.
- I will provide sentence starters to help him with the letter to Kitty
- I will ask him to write only 1 adjective about Arfy and 1 thing he liked about the book in his exit ticket to prevent him from feeling overwhelmed with the task.

### **Assessment/Graphic Organizer/Rubric**

**1. Exit Ticket**

The 3-2-1 strategy embedded in the exit ticket is an effective assessment of students' understanding of the text.

**2. Predictions Graphic organizer**

This will help assess students' capability of making predictions using visual and contextual clues.

**3. Anecdotal notes**

I will make anecdotal notes on students' during the lesson based on their contribution to whole-class discussions