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| **LA Lesson** | **I’m a Little Snowman** | **Date** |  |
| **Subject/Grade Level** | LA Grade 1 | **Time Duration** | 30 minutes |
| **Unit** | Oral Language Guide | **Teacher** |  |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | |
| **General Learning Outcomes:** | **GLO 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**  **GLO 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.**  **GLO 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.** | | | | |
| **Specific Learning Outcomes:** | * 1. **Discover and Explore** * Share personal experiences that are clearly related to oral, print and other media texts * Talk with others about something recently learned   1. **Clarify and Extend** * listen and respond appropriately to experiences and feelings shared by others   **2.1 Strategies and Cues**   * read aloud with some fluency and accuracy, after rehearsal * self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge * segment and blend sounds in words spoken or heard * use phonic knowledge and skills to read unfamiliar words in context   **2.2 Respond to Texts**   * participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons   **5.1 Respect others and strengthen community** | | | | |
| **LEARNING OBJECTIVES** | | | | | |
| **Students will:**   1. Share personal experiences related to “I’m a Little Snowman” 2. Communicate, listen and respond respectfully, to others stories and feelings 3. Analyze story illustrations 4. Participate in shared listening and reading 5. Read aloud to text after prompting and on his/her own | | | | | |
| **ASSESSMENTS** | | | | | |
| **Observations:** | | | Observations   * Share personal experiences that are clearly related to oral, print and other media texts * Talk with others about something recently learned * listen and respond appropriately to experiences and feelings shared by others   Observations: watch for indications students will   * read aloud with some fluency and accuracy, after rehearsal * self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge * segment and blend sounds in words spoken or heard * use phonic knowledge and skills to read unfamiliar words in context   participate in shared listening, reading and viewing experiences, poems and audiotapes, stories and puppets | | |
| **Key Questions**: | | | Has anyone made a snowman before? Before reading – illustration: What do you notice about him? What is he made of? What is he wearing? How did the children make his nose, eyes, arms?  After reading - How is the snowman described in the story?   * What things were added to the snowman to make him look alive? * How do you feel when you are making a snowman? * How do you think the children feel making the snowman? How come? * Why do you think people would stop to look at the snowman? | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * Program of Studies * Brailsford, A., & Stead, T. (2006). Grade 1 Extension Pack. Oral Language Guide. In *Scholastic literacy place for the early years*. Markham, Ont.: Scholastic Canada. | | | | * SMARTBoard * Big Book “I’m a Little Snowman” * Audio CD * Puppet * Snowman materials | |
| **PROCEDURE** | | | | | |
| ***Prior to lesson*** | | Prepare materials | | | |
| **Introduction** | | | | | **Time** |
| ***Attention Grabber*** | | Meet me on the carpet | | | 5 minutes |
| ***Assessment of Prior Knowledge*** | | Has anyone every built a snowman? Have students turn to their elbow partner and discuss their experience they had making or watching someone else make a snowman. | | | 2 minutes |
| ***Expectations for Learning and Behaviour*** | | Classroom rules. Enforce the behaviour chart discipline set out by my TA. | | |  |
| ***Transition to Body*** | | Bring out the book and introduce the story I’m a Little Snowman | | |  |
| **Body** | | | | | **Time** |
| ***Learning Activity #1*** | | **Before Reading:**  Wearing the snowman puppet, read the title aloud and then read it again, inviting the students to read along with me as I point to the words. Draw the students’ attention to the illustration of the snowman and begin a discussion (analyze). What do you notice about him? What is he made of? What is he wearing? How did the children make his nose, eyes, arms?  Ask students to recall he snowman they built and what they used to make it. While listening to the story think about your experience. | | | 10 minutes |
| *Teacher Notes: Assessments/ Differentiation* | | Instead of using the big book I could have the story on the SMART Board and have the students move the carpet pieces in front of the board. Call upon students using the carpet rules, no shouting out.  Observations   * Share personal experiences that are clearly related to oral, print and other media texts * Talk with others about something recently learned * listen and respond appropriately to experiences and feelings shared by others   (formative assessment) | | |  |
| ***Learning Activity #2*** | | **During/After Reading:**  Read the poem to the class, tracking the print, and then invite the students to join in as I reread the poem. Display the materials used to build a snowman. As each item is added hold it up to show the students.  Play the song from the audio CD, use the puppet to encourage students to sing along. Have the SMART Board person come up to the front and point to the words as we sing them.  Replay the song only this time have the students clap to the rhythm.  After singing the song have a class discussion:  How is the snowman described in the story?  What things were added to the snowman to make him look alive?  How do you feel when you are making a snowman?  How do you think the children feel making the snowman? How come?  Why do you think people would stop to look at the snowman? | | | 15 minutes |
| *Teacher Notes: Assessments/ Differentiation* | | Have the materials in the center of a circle and ask a student to grad the item the nose is made from, the eyes, etc.  Observations: watch for indications students will   * read aloud with some fluency and accuracy, after rehearsal * self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge * segment and blend sounds in words spoken or heard * use phonic knowledge and skills to read unfamiliar words in context * participate in shared listening, reading and viewing experiences, poems and audiotapes, stories and puppets | | |  |
| **Closure** | | | | | **Time** |
| ***Consolidation of Learning:*** | | | Listen to the audio tape one more time adding movements to the poem:   * “short and fat” = bend knees and look stout * “here is my scarf and here is my hat” = move hand around imaginary scarf and other hand on head touching a hat * “Pebbles for my buttons” = point at buttons down a shirt (1,2,3) * “head to toes” = tap head then bend down to toes | | 2-5 minutes |
| ***Feedback From Students:*** | | | Class discussions  Observations of actions and listening skills | |  |
| ***Feedback To Students*** | | | Provide feedback to students throughout the lesson. Provide help if needed. | |  |
| ***Transition to next lesson*** | | |  | |  |