

Lesson Plan Sample Template – Vancouver Island University

Name: Cory Miller

Grade	3	Topic	Ming Lo Moves the Mountain
Date	October, 2012	Allotted Time	45 minutes
Cite sources used to develop this plan: “Ming Lo Moves Mountains” by Arnold Lobel illus. by Arnold Lobel (1982: Greenwillow Books) Adapted from a lesson plan by Jean Tonski on “Pirates don’t change Diapers” and Cory Miller lesson plan, “Smelly Socks” by Robert Munsch.			

- 1. Rationale:** *Why is this lesson relevant at this time with these students?*
- This is a humorous engaging story that will promote interactive learning while improving listening, oral and viewing skills. It will also engage children’s imaginations while enhancing story comprehension
- 3. Provincial Learning Outcome(s):** *What IRP outcome(s) does this lesson develop?*

Language Arts:

A8 –engage in speaking & listening activities to develop a deeper understanding of texts

B6- use a variety of strategies during reading & viewing to construct, monitor, confirm meaning including predicting

C7 –use writing & representing to express personal responses and opinions about experiences and texts

Assessment

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned? (write/say/do)	Criteria What will you look for in this evidence? What will the successful product or action look like/sound like?
Students will be able to: -use listening & speaking, reading and viewing strategies to develop a deeper level of understanding (A8, B6) Write an ending to the story and represent their learning (C7)	Say: a) A/B partners b) Predictions –with partner and individually c) Write –an ending to the story d) Do: draw a picture of your ending or your favorite part of the story so far	a) “A” student views a picture from the story first, then describe what s/he sees to their “B” partner; “B” partner views the next picture from the text, then describes what s/he sees to “A” and so on; all students are engaged b) All students make predictions (relevant to the story) with their partner and individually c) ending is 1-paragraph in length; makes sense & is relevant; uses correct punctuation and grammar d) picture is relevant, coloured

- 4. Resources, Material and Preparation:** *What resources, materials and preparation are required?* Book : “Ming Lo Moves Mountains”, Magic box (or bag) containing: Pots and pans (wooden stick to hit pots with), Cup cakes, Bread rolls, and (optional) Stick or doweling to represent tree (page 9 reference), lined

paper for students' story endings (bonus). Blank white paper and colored pens/pencils for making illustrations.

5. Lesson Development (Remember the 3 Main Principles of Teaching and Learning)	Pacing
<p>• Introduction/Hook/Purpose (Anticipatory Set): <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>Have a magic box or bag, tell the students to sit quietly while you pull out pots and pans and wooden spoon. Then pull out the stick (doweling). Tell the students that these items will give them hints as to the story we will be reading together. For humor, you can bash the pots with the spoon, ask the students if they understand what sound waves are. Do they think they can move objects with sound waves? Can we move the building? Have the students all stand up together and meet at the front of the class. Have all students place their hands on the wall and collectively push to see if we can move the school 2 feet to the right. Have the students sit down and ask if you took the stick and imagined if it was a tree, could you move the school by running into the wall as hard as possible?</p> <p>• Teaching/Learning Sequence (I do/We do/You do & M. Hunter): <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <p>Step 1: Teacher- arrange the students into partners: one will be A and one will be B. Tell the students that they will be viewing pictures and they will need to pay close attention (looking carefully at the illustrations) because they will be responsible for describing the pictures to their partners. Tell the students to “start”. Have B put their heads on their desks an A to view the first picture.</p> <p>Step 2:</p> <p>Page 1,2 “Ming Lo” A’s view picture as teacher moves around the class with the picture showing; ask A’s to describe picture to partner.</p> <p>Page 4 – B’s now view picture as teacher moves around the class with book open; ask B’s to describe picture to their partner.</p> <p>Page 5,6 – A’s turn to view and describe.</p> <p>Page 8 – B’s turn to view and describe.</p> <p>Page 9,10 – A’s turn to view and describe.</p> <p>Page 12 – B’s turn.</p> <p>Page 14 – A’s turn.</p> <p>Page 16 – B’s turn.</p> <p>Page 18– A’s turn.</p> <p>Follow this pattern to page 24 (where they have packed up their house).</p> <p>Step 3: Question and Predictions – CM: ask students to raise hands to answer</p>	<p>1 min</p> <p>3 min</p> <p>1-3 min</p> <p>2-3 min per page to view and describe</p> <p>18 min</p>

<p>What do you think is happening in this story? Who's the main character in this story? Are there any other characters that are important? Now read the story aloud to see if the predictions are correct (stop at page 24).</p>	<p>2-3 min</p>
<p>Step 4: Writing and Representing – Ending the story</p> <p>CM: Hand out blank sheets of paper for drawing (and writing for more advanced) and inform the students that they will individually drawing a picture that represents what they think the ending will be. Tell them to use their imaginations, give a few examples (silly & creative) if students need further clarification. For those more advanced or so inclined, offer lined paper for a sentence or two explaining their ending. Circle around the class and be supportive. When finished they will review the illustrations with their partners. Explain to students how excited I am to see their endings and illustrations.</p>	<p>15 min</p>
<p>Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <p>CM: Tell students to take a moment and think about what their favorite part of the story was and why. Ask approximately 3-4 students to share (hands up) the illustrations of their ending, favorite parts and why. If time permits, the teacher can finish reading the story. If not, tell students that we will save the ending for the next day.</p>	<p>2 min</p>

6. Accommodations (adaptations, extensions, other): *How will you plan for students who have physical, learning and/or behaviour difficulties or require enrichment?*

Students who minimally meet expectations: provide extra time for viewing pictures; offer help if needed. Perhaps have peer support if there is an extra.

Students who exceed expectations: have them write two different endings, one that ends positively and one that ends negatively.

Special needs students: provide an aid to help with all tasks, perhaps an exceptional student can help if no aid is available.

If you have an extra student because of A/B partners or perhaps one that knows the story well, have this student join a table of two that may need some extra support. You can also have this student help you in distributing materials.