

Read Aloud Lesson Plan

Date: October 10, 2019 Duration (approx.): 15 minutes	Name: Gillian Rossi
Grade: Grade 1	Book title and author: The dot by Peter H. Reynolds
A. Lesson Purpose(s): The primary purpose of this read aloud is to teach to meaning. The meaning of having confidence to believe in oneself, developing a growth mindset, and how to encourage others. Conceptual knowledge of shapes, colours and counting will also be included in the lesson.	
B. Student Outcomes/Indicators: Outcome 1: Learners will interact using effective oral language skills considering audience, purpose, and situation (2019, p.10). Indicators: <ul style="list-style-type: none"> Ask and respond to questions to clarify information or gather further information Describe a personal experience in sequential order with at least two details Outcome 2: Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts (2019, p.12). Indicators: <ul style="list-style-type: none"> Make predictions about what a text might be about or what might happen next Make personal connections to better understand a text 	
C. Authentic Student Assessment Formative assessment will be used to gauge the student's understanding. Each student will have a small white board, a marker and a sock as an eraser. The teacher will ask questions prior to the read aloud and during in which students will respond by writing on their white board and holding up their answer. <ul style="list-style-type: none"> Can you draw a dot? Can you make a bigger dot? Can you make a smaller dot? How many dots are on your white board? <p>The story we are reading today is called "The Dot" by Peter H. Reynolds.</p>	
D. Prior Knowledge: Students already have prior knowledge of the colours mentioned in the text (red, purple, yellow, brown) as well as primary and secondary colours. Students are aware of the shape a dot is, are able to identify bigger/smaller, and has personal experience	

E. Lesson:	
	Description
Before Reading Duration:	<p>Activating Prior Knowledge: Using the small white boards, I will ask the children:</p> <ul style="list-style-type: none"> • Can you draw a dot? • Can you make a bigger dot? • Can you make a smaller dot? • How many dots are on your white board? <p><i>*Classroom management of collecting the white board, markers, and socks may be implemented here depending upon the distraction level the materials may cause during the read aloud *</i></p> <p>I will then introduce the story title and author, and show the students the front cover of the book. I will ask the students:</p> <ul style="list-style-type: none"> • What does the author do? • Look at the picture on the cover. Who do you see? What do you think is happening? What do you think the story will be about? <p>Book Introduction: This book is about a girl named Vashti who is sad and angry after art class because she says she cannot draw. Her teacher asks her to make a mark on her blank piece of paper and to sign her name on it. Her teacher hangs up Vashti's mark in her office and once Vashti sees it, she decides she can make a better dot than that. She makes beautiful red, purple, and green dots. She makes big dots, and small dots. At the end, Vashti turns into an artist and even encourages a little boy who says he cannot draw a straight line.</p>
During Reading Duration	<p>Where will you stop reading? Why might the teaching think it is a polar bear in a snow storm? (p.4) How do you think Vashti is feeling? Why do you think she feels this way? (p.6) How do you think Vashti felt when she saw her dot in a gold frame hanging up in her teacher's office? (p.12) How do you think the little boy is feeling? How can Vashti help him? (p.21)</p> <p>What might you say to meet your lesson goals? To reach my lesson goal and curriculum indicators, I would ask for predications before reading the book, ask the questions above throughout the book that require students to respond with personal feelings and experiences. At the end of the story, I would ask them to recall a time they felt like they couldn't do something and how/if they practiced it to get better.</p>
After reading Duration	<p>What will you do to support the students in consolidating the lesson and possibly? When the story is finished, I would ask the children what the story was about to solidify their understanding and to extend to their personal lives, I would ask questions to provoke personal experiences or feelings from the students.</p>

	<ul style="list-style-type: none"> • At the beginning of the story, how did Vashi feel? At the end, how did she feel? • How did she practice making dots? • Have you ever helped a friend who didn't think they could do something? • What is something you want to get better at? <p>To reinforce the purpose, for after reading I want children to understand that even though they may not be good at something now, with some practice they can get better (growth mindset), and they can encourage others too.</p> <p>I would extend the lessons by implementing an art lesson using Bingo Daubers where the children can make letters or simply designs, just like dots in the story. To incorporate mathematics, I can ask them to count how many dots they made on their page.</p>
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Any additional information that you think I should know about the book, the class you are envisioning?

- An adaptation to this lesson plan would be playing the video of the story being told incase the physical copy was not accessible.
- After the book, an art activity with Bingo Daubers can be used. Students who may have advanced fine motor skills can use markers that are thinner to hold than Bingo Daubers. Teacher prompt of "How many dots did you make?", and asking the children to write down how many dots they counted aligns with Outcome NO3 from the mathematics grade 1 curriculum.

Additional outcomes for extended activities:

Outcome 3 (Visual Arts): Students will demonstrate an awareness of, reflect upon, and develop respect for art and art making (Learning Outcomes Framework, 2015, p.57).

Indicators:

- Demonstrate respect for the art process of self and others

Outcome NO3 (Mathematics): Students will be expected to demonstrate an understanding of counting to 20 by: indicating that the last number said identifies "how many", showing that any set has only one count, and using the counting-on strategy (Learning Outcomes Framework, 2015, p.42)

Indicators:

- Record the number of objects in a set using the numeral symbol