

# Lesson Plan

<b>Subject:</b> Language Arts and Visual Arts	<b>Name:</b> Katie Wilson
<b>Grade:</b> Three <b>Lesson:</b> 2/4	<b>Date/Time:</b> November 17-20, 2020
<b>Topic:</b> "Don't judge a book by its cover"	<b>Length of Period:</b> 90 minutes

## Learning Objectives:

- 1) By the end of the lesson students will have knowledge of dragons and the improve their ability to research
- 2) By the end of the lesson students will have an artifact to their success in learning and reflecting
- 3) By the end of the lesson students will have a general awareness of gender roles, norms, and how [The Paperbag Princess](#), by Robert Munsch addresses them

## Curriculum Expectations:

### Language Arts→

#### Writing

1. "[G]enerate, gather, and organize ideas and information to write for an intended purpose and audience. (OCT, 2009)

#### Reading

1. "[R]ead and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning." (OCT, 2009)

#### Oral

1. "[L]isten in order to understand and respond appropriately in a variety of situations for a variety of purposes." (OCT, 2009)

### Visual Arts→

D2- Reflecting, Responding, and Analyzing

## Specific Curriculum Expectations:

### Language Arts→

#### Writing

1.1- "Purpose and Audience: identify the topic, purpose, audience, and form for writing." (OCT, 2009)

1.3- "Research: gather information to support ideas for writing in a variety of ways and/or from a variety of sources." (OCT, 2009)

#### Reading

1.1- "[R]ead a variety of literary texts." (OCT, 2009)

#### Oral

1.5- "Making Inferences/Interpreting Texts: distinguish between stated and implied ideas in oral texts." (OCT, 2009)

### Visual Arts→

D2.4- "[I]dentify and document their strengths, their interests, and areas for improvement as creators of art." (OCT, 2009)

## What are we doing?

1) Reading *The Paperbag Princess* by Robert Munsch- if this is done virtually, I would play this: [The Paperbag Princess](#), instead of reading it- that way students could access it everywhere **Time Allotted: 15 minutes**

2) Sewing a dinosaur outline for whom they will do research on, write an autobiography for→ there will be a fill in the blank style handout and prompts on the board. **Time Allotted: 45 minutes**

3) Reflection and Free Time **Time Allotted: 30 minutes**

## What materials will I need?

- *The Paperbag Princess* by Robert Munsch
  - [The Paperbag Princess](#)
- Dinosaur handouts (see them at the end)
- Sealed/ sanitized sewing kits for each student to keep- write names on them

- Embroidery thread
- [Basic Running Stitch](#) video
- "About My Pet Dino" fillable autobiography sheets (see them at the end)
- Reflection Logs (each student will already have one of these)

Media: Play while students are threading their dinosaurs

[Dragon Racing- John Powell](#)

[The Vikings Have Their Tea- John Powell](#)

[See You Tomorrow- John Powell](#)

[Not So Fireproof- John Powell](#)

[Hiccup Confronts Drago- John Powell](#)

Prompting questions that will be written on the board

- When is their birthday?
- What's their name?
- What colours would you be?
- Would you be small and mighty? Or large and passive?
- Where would you live?
- What's the difference between a dinosaur and dragon?
- What do they eat?
- What do they do for fun?
- What are they scared of?
- Do they have any family? Who do they live with?
- Do they go to school?
- Can they fly really fast? Can they breathe a lot of fire?
- Are they vegetarian?
- Do they do yoga?
- Do they help save the trees instead of burn them all down like Munsch's Dragon did?
- Do they eat up villages? Castles? Princes? Princesses?

### **Assessment Strategies**

- Based on **completion** of the dinosaur/ dragon research reflection log, and autobiography
- Making Inferences/Interpreting Texts

- Understanding of materials read
- Understanding of research
- Ability to research and understand information enough to coherently create an autobiography

## Introduction to the Lesson

### Hook, Line and Sinker/ Introduction

- Story time on the carpet→ I will read [The Paperbag Princess](#), or students can watch the link to the online version of it- if they cannot attend class this day
- Explain what the next steps are (see "What are we doing" step 2)
- The music by John Powell will begin to play as the activity begins→ to get the creative juices flowing!

### What should they know before we start the lesson?

- How to safely use the ipads (refer to the safe internet chart on the board we made together)
- How to safely use the sewing needles→ We will watch a video together: [Basic Running Stitch](#)

## What is the Main Activity?

- 1) I will read *The Paperbag Princess* by Robert Munsch in a "carpet time" activity
  - Virtual Modification #1: I will read *The Paperbag Princess* on a video call
  - Virtual Modification #2: we will watch this version: [The Paperbag Princess](#)
    - This is the modification Zoe will listen too, as it will have closed captioning- she can listen to it with her headphones on the carpet with us
- 2) Students will be sewing a dinosaur handout
- 3) Students will research using books or online resources to discover information about dragons and dinosaurs- these research points will be noted down in their reflection logs and incorporated into their autobiographies
- 4) Students will fill out the "About My Friend Dino" sheets (see the end)
- 5) Students will cut out their dinosaur, and glue gun it to the back of their

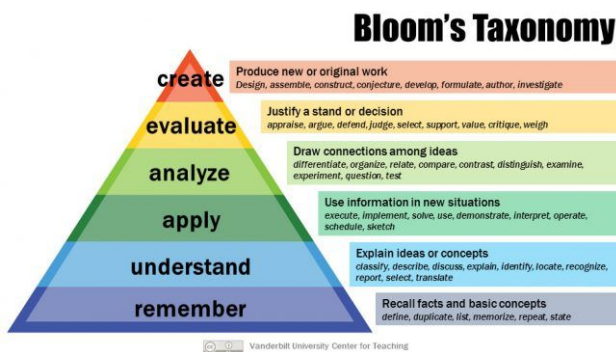
autobiography

6) Students who finish early can play with the class board games, with their dragons, read their autobiographies in the "Book Nook" to some peers, or have free quiet time.

### Follow Up Lesson:

1) We will be tracing our dinosaurs onto fabric and sewing two pieces together→ then stuffing them to create a stuffed dinosaur to go along with their autobiography

## How Does This Activity Take Bloom's Taxonomy into Account?



Remember→ use facts from *The Paperbag Princess*, movies or shows with dragons/dinosaurs, and general knowledge they already possess

Understand→ what is a dragon? What is a dinosaur? Learning how to sew (after seeing the video)

Apply→ use this newfound information in your autobiography, watch the sewing video and see the example, and then apply that knowledge to your own

Analyze→ does their geography affect what they eat? What else do you notice about the dinosaur/dragon and the geographical location? What's the difference between the two; dragon vs. dinosaur?

Evaluate→ Why did you choose what you did? How does it relate to you? How well did you sew your dinosaur? Was it easy? Was it difficult?

Create→ create an autobiography using your newfound information and the ideas you came up with on your own to write an autobiography about your friend the dinosaur.

## How Does This Activity Relate to Gardner's Multiple Intelligences?

## MULTIPLE INTELLIGENCES



Musical→ Music by John Powell will be played throughout the class- composer of the "How to Train Your Dragon" score

Bodily Kinesthetic→ our daily morning walk outside, and sewing the dinosaur, students can always go for a walk as well or go into our "Book Nook" to stretch out the stiffness. We have standing tables they can always work at as well.

Intrapersonal→ working individually on the sewing of a dinosaur, and writing an autobiography for it.

Linguistic→ writing the autobiography and reflecting on the activity and knowledge acquired in their Reflection Logs

Logical/ Mathematical→ precision of sewing a dinosaur. Completing the autobiography by using the resources and prompts available.

Naturalistic→ We will go on our daily morning walk, and learning to sew is a holistic type of activity, not so much nature in this activity. The many plants in the room and the overall natural environment of the classroom will help these students feel at ease.

Interpersonal→ option to discuss ideas about personal dinosaurs with other students while completing the task, as well as the option to share the computers or ipads for research

Visual/Spatial→ sewing the dinosaur and using their creativity for the creation of an autobiography.

## Learning Styles and Differentiated Instruction

### Learning Styles:

Auditory→ listening to the story, option to listen to videos about dragon's/dinosaurs instead of reading about them during the research and listening to Powell's music while working.

Kinesthetic→ our daily morning walk outside, students can always go for a walk, or go to the "Book Nook" where they can stretch/yoga (the posters on the board can help with ideas). This activity is hands- on, yet it requires patience and attention to detail.

Visual→ showing "The Paperbag Princess" (Munsch) illustrations by Michael Martchenko while it is read aloud on the carpet, using technology to aid in the research process, sewing their dinosaurs, and completing the autobiography.

Psychomotor Skills→ students will enhance their fine motor skills by sewing, cutting, and writing an autobiography for their dinosaur. They will also be practicing their hand-eye coordination while completing the different stages of this lesson.

### **Reflection/ Discussion Activities**

Time allotted: 30 minutes

#### **Discussion:**

#### **BIG IDEAS→**

- . "Don't judge a book by it's cover"
- . Conflicts: Self vs. Others and Self vs. Society
- . Breaking gender norms/roles for for both sexes (male/female)
  - . Historically it is the prince saving the princess and the princess who is ungrateful (ex. Shrek) → Munsch shows a princess saving a prince, and outsmarting a dragon. Where Prince Ronald is the "damsel in distress" who is ungrateful to his saviour
  - . Elizabeth also is not waiting around for a Prince to marry, she is being herself and finding her way

#### **Reflection:**

- Students will reflect on what they have learned about themselves this week- we do our reflections every Friday
  - . Today they may talk about→ ,dragons/dinosaurs, autobiographies, and sewing

- The choice of reflection style is up to them (paragraph, KWL chart, drawing, poem, dot jots, painting, Text to Edit, digital poster, etc)

## Classroom Rules and Safety Considerations

\* Refer to the flip chart we wrote together, on the board for our Classroom Rules and Safety First

- A copy of the flip charts has been added below

