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| LESSON PLAN |
| **DATE(S):** November 30th, 2021 | TOPIC: Media Literacy: Designing a Christmas Book Cover |
| **LOCATION(S):**Classroom | **TIME(S):** 1 hour, 40 min |
| **CURRICULUM EXPECTATIONS:**Grade 2 Media Literacy:Overall Expectations: By the end of Grade 2, students will:1. Demonstrate an understanding of a variety of media texts;
2. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Specific Expectations By the end of Grade 2, students will:*Purpose and Audience* * 1. identify the purpose and intended audience of some simple media texts

3.1 identify the topic, purpose, and audience for media texts they plan to create *Conventions and Techniques* 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a book cover with appropriate lettering for the title and author’s name and a cover illustration depicting a scene or artefact from the story; sound effects or a soundtrack for a dramatization of a poem)*Producing Media Texts* 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques  |
| **LEARNING GOALS/ SUCCESS CRITERIA:** Learning Goals: By the end of Grade 2, students will:* Generate, gather, and organize ideas and information to design a book cover.
* Know how to apply appropriate techniques when designing a book cover.
* Know how to properly scale the conventions on a book cover.
* Use bright colours, clear and bold font, detailed illustrations, and appropriate placement and scale of the illustrations, title, author, and illustrator headings.
* Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions and to correct errors.

Success Criteria: By the end of Grade 2, students will:* Design a book cover that has an appealing visual with a clear and concise title and appropriate headings.
* Design a book cover that has an obvious Christmas theme with bright colours.
* Illustrate an image that does not take away from the main title.
* Be able to describe why they added certain elements to their book cover.
* Be able to use course concepts correctly; “author,” “illustrator,” “title,” “illustration” etc.
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| **ASSESSMENT STRATEGIES:*** Students will be assessed on their level of understanding of the course concepts.
* Students will be assessed on their participation.
* Students will be evaluated on their ability to design a book cover that includes the appropriate conventions and techniques.
* Students will be evaluated on their completion and level of creativity.
* Students will be assessed on their behaviour throughout the lesson.
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| **ACCOMODATIONS AND MODIFICATIONS:*** Visual and Verbal examples will be provided for students with sensory impairments.
* Extra time will be allotted for those that have learning challenges or needs.
* Non-gender specific assignment. Inclusive to all diverse communities.
* Embrace religion and culture by allowing the students to incorporate their own traditions into the illustration and title.
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| **MATERIALS AND RESOURCES:** | **OUTLINE:** |
| * Pencil
* Eraser
* Worksheets
* Projector
* Example book cover
* Gingerbread man video
* Markers/ Coloured pencils
 | Introduction: 11:30-12:30 * Introduce the literacy lesson by beginning with the PowerPoint activity on the daily language review of sentence structure, punctuation and grammar.
* Students will engage in a 6-Trait Writing activity by identifying and editing the details in the short story, “*Tomato Garden.”*
* Students will take out their word study booklets and complete the following guided instructions:
1. Copy their six weekly words into their agenda in alphabetical order.

HadHopeLittleMostThereWas1. Write each word and circle all of the vowels.
* Once complete, students will then complete 15 minutes of Lexia on their Chromebook.

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| Middle: 12:30 Media Literacy Lesson: Designing a Christmas Themed Book Cover* Display several example book covers all over the room.
* Give students the chance to walk around the room and assess the book covers that attract their eye.
* Students will then engage in a class discussion on what they notice about the book covers.

Teacher Prompt: 1. Why is a book cover important? Does it matter if a story doesn’t have a book cover?
2. What do you notice about the colours? The title? The words on the cover? The size of the picture? The size of the title?
3. When you look at this book cover, what is the first thing your eye is drawn to?
4. Why do you think the book cover is set up like this? What does it tell us about what the story might be about?
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| Conclusion: 12:40Teacher Conference: 1.Set out the expectations and requirements of the activity. 1. Large, bold, clear title with proper use of capitalization.
2. Clear author and illustrator name with proper use of capitals.
3. A clear illustration that reflects the book’s Christmas theme.

2.Follow through the steps one at a time with the class. 1. Draw an outline of a sheet of paper on the board. Explain special awareness, font, lettering, capitals and clarity when introducing the title. Have students write their title down **lightly in pencil**.
2. Check their work. Provide examples of what is acceptable and unacceptable.
3. Explain the special awareness and proper use of headings. Add in the headings **lightly with pencil**; Written by: and Illustrated by:
4. Check their work. Provide examples of what is acceptable and unacceptable.
5. Explain special awareness, bright colours, theme, and what the book will be about for the illustration. Offer basic drawing templates that they can build off of.
6. Check their work.
7. Once approved; they can begin outlining their letters with black marker or a dark colour to ensure it stands out.
8. Next, they can begin their colouring. Remind to stay inside the lines.

Follow Up/Reflection Questions:1. Can you judge a book by its cover?
2. What do you like to see on a book cover when you are picking one out to read?
3. What are three main things you have to include on a book cover?
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| **Reflection:**  |