Grade 5 Academic English Lesson Plan:

Using Homophones, Synonyms, Antonyms, & Homonyms in Writing

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| **Teacher Candidates**: | | | |
| **Date**: Monday March 18th, 2024 | | **Duration**: 75 mins. | |
| **Strand:** Writing | **Grade Level**: Grade 5 Academic (ENG 1D) | | **Content Area**: English |
| **Lesson Topic**: Exploring the Journeys of Refugees: Empathy and Understanding Through Literature | | | |

***Curriculum Expectations:***

**Overall Expectations:**

OE1: Reading and Literature Studies - Students will read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

OE2: Writing - Students will express thoughts, feelings, and ideas clearly and effectively in writing, using a variety of forms and styles appropriate for the purpose and audience.

OE3: Oral Communication: Students will use speaking skills and strategies appropriately to communicate with different audiences for various purposes.

**Specific Expectations:**

SE1: Reading Comprehension - Analyze texts by explaining how various elements in literature, such as character development and theme, contribute to the message or understanding of the world.

Example: Identify and discuss themes of displacement, resilience, and hope in "Refugee" by Alan Gratz.

SE2: Making Connections - Make connections between personal experiences, the world around them, and themes in the text to enhance understanding of diverse perspectives.

Example: Relate the experiences of characters in "Refugee" to current global events or personal experiences of moving or feeling out of place.

SE3: Writing to Communicate - Write texts that explore, extend, reflect on, and present thoughts, ideas, feelings, and experiences connected to the themes of the novel and personal understandings of social justice and empathy.

Example: Write a reflective piece or a letter from the perspective of a character in "Refugee," discussing their hopes and challenges.

SE4: Oral Presentation - Present information and ideas clearly and logically in oral presentations focused on themes explored in the novel.

Example: Prepare and deliver a presentation on the importance of understanding and supporting refugees, incorporating insights from the novel and research.

SE5: Media Literacy and Critical Thinking - Evaluate how media texts (including images, documentaries, and news reports) portray refugees and compare these portrayals with the representations in the novel.

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| ***Prior Knowledge:***  In For the "Refugee" by Alan Gratz lesson, students should be familiar with basic literary concepts such as character, setting, and plot, which are key for analyzing narratives. They should be capable of identifying main ideas and details in texts to aid comprehension and discussion of the novel. A basic grasp of global geography will help students connect the novel's settings to actual locations. Awareness of human migration and the refugee crisis can enhance engagement, though not mandatory. Previous lessons on empathy and social justice will deepen their connection to the novel's themes. Experience in expressing thoughts orally and in writing is crucial, as the lesson involves discussions and creative writing. This prior knowledge will enable a deeper exploration of the novel's complex themes. |
| ***Learning Environment***  Desks can be arranged in a semi-circle or small groups facing a central point, like a Smartboard or a whiteboard, where visuals related to the novel's themes can be displayed |
| ***Overview of Lesson***  ***Opening: Introduction*** (10 mins.)  ***Read Aloud & Discussions (40 mins)***  ***Creative Reflection (15mins)***  ***Exit activity/ Consolidation:*** Exit Ticket (10 mins.) |

Example: Analyze and discuss the portrayal of refugees in various media sources versus the novel "Refugee," focusing on empathy and the human aspect of refugee experience.

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| **Time** | **Description** | **Resources** |
|  | **Preparation prior to Class:**   * Learning goals and questions for the exit ticket will be written on the chalkboard prior to class. * Chapter 1 Copies: Ensure there are enough printed copies of Chapter 1 of "Refugee" for each student. * Entry Cards: Prepare entry cards with the prompt "What do you know about refugee experiences?" | * Chalkboard * Piece of chalk * Paper handout (3 per student) * Smartboard |
|  | **Prior Knowledge**  Students are expected to possess a foundational understanding of several key concepts and skills. They should have basic knowledge of global geography, including an awareness of different continents, countries, and significant global issues, such as migration and the reasons behind it. Familiarity with basic literary elements like character, setting, and plot is essential for analyzing and understanding narratives. Ideally, students would also have some prior exposure to the concept of refugees and migration. This could include knowledge of why people might flee their homes and the challenges they face during and after their journey. |  |
| **10**  **Mins** | **Opening (“Hook”)**   * Welcome students and introduce the goal: exploring refugee experiences in "Refugee" by Alan Gratz, with an emphasis on empathy and social justice. * Connect to students' knowledge of literary elements and global geography, highlighting how these will aid in understanding the novel's narrative and its real-world implications on refugee crises. |  |

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|  | * Distribute entry cards for students to note their initial thoughts on refugee experiences, explaining these cards will help reflect on and share their understanding. * Guide them with prompts like "What comes to mind with the word 'refugee'?" to facilitate response. * Stress the importance of open, honest contributions without concern for right or wrong answers. | Entry Cards |
| **45**  **Mins** | **Read- Aloud**   * Start reading Chapter 1 aloud to the class, ensuring a clear and engaging delivery to captivate students' attention. Pause at predetermined intervals to allow for processing and reflection. These pauses can coincide with moments of heightened emotion, significant actions, or the introduction of critical themes. * During pauses, invite brief, targeted discussions or reflections. Ask questions that encourage students to think about the characters' feelings, motivations, and challenges. * Character Emotions: "When [character] faces [specific event], how do you think they feel? What words or actions in the text lead you to believe this?" * Character Decisions: "Why do you think [character] decided to [make a specific decision]? Considering their situation, would you have made the same choice? Why or why not?" * Theme Exploration: "This part of the story introduces the theme of [theme, e.g., hope, loss, resilience]. Can you think of a moment in your life or someone else's that relates to this theme? How does connecting personal experiences with the character's story change your understanding of the theme?" * Predictions: "Based on what we've read so far, what do you think might happen next to [character]? What clues in the text support your prediction?" * Empathy and Connection: "If you were in [character]’s shoes, facing [specific challenge or situation], how do you think you would feel? How might understanding [character]'s experience help us think about real-life refugees differently?" * Cultural and Historical Context: "This chapter gives us a glimpse into [character]'s life, including their cultural or historical background. What did you learn about [character]'s world that was new to you? How does understanding their background help us understand their decisions and feelings better?" |  |
| **20**  **Mins** | **Individual Reflection**   * Activity Introduction: Briefly explain the purpose of creative reflection. Emphasize that this is an opportunity for students to explore their thoughts and feelings about the chapter in a personal and creative way. * Choosing a Medium: Students can choose to either draw a scene that resonated with them, write a letter from the perspective of one of the characters, or create a short poem capturing the essence of the chapter. * Encourage them to think about which moments in the text struck them the most and why. * Discussion: As students share, facilitate a brief discussion on each piece, asking the creator to explain their work and what inspired it. Encourage classmates to respond with their thoughts or feelings, highlighting connections between the creative works and the chapter's themes. | * 1 Blank piece of paper * Pen or pencil * Playing cards won in the “10 second grammar game” |

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| * Review Creative Reflections and Exit Tickets: Evaluate the creative reflections and exit tickets submitted by students to gauge their understanding and emotional engagement with the themes of "Refugee" by Alan Gratz. Ensure students have grasped the key concepts of empathy, displacement, and the refugee experience. * Address Questions and Clarifications: Identify any recurring questions or misconceptions from the exit tickets or discussions. Plan to address these in a follow-up session to clarify and deepen understanding.   **Next Topic:**   * Theme Exploration and Narrative Voice: The upcoming lesson will focus on how narrative voice and perspective shape our understanding of characters and themes. This will further develop students' analytical and empathetic skills by exploring different viewpoints within refugee stories. |

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| ***Differentiated Instruction***  To ensure that all students can access and engage with the material in a way that suits their learning styles, the lesson plan on "Refugee" by Alan Gratz incorporates differentiated instruction strategies tailored to visual, social, kinesthetic, and auditory learners.  **Visual:**  Students will have the opportunity to visually map the journey of the characters in "Refugee" on a world map, connecting the narrative to actual geographical locations. This helps to anchor the story's events in a tangible context.  Visual learners will also benefit from analyzing and creating visual responses to the text, such as drawing scenes described in Chapter 1 or visualizing the emotions and experiences of the characters.  **Social:**  The lesson plan includes group discussions and shared creative activities, allowing students to engage with their peers in exploring the themes of the novel. This social interaction enhances comprehension and allows for the exchange of diverse perspectives.  During the read-aloud and sharing segments, students are encouraged to interact by asking questions, sharing reflections, and responding to their classmates' insights, fostering a collaborative learning environment.  **Kinesthetic:**  Kinesthetic learners will engage in the creative reflection activity by crafting something tangible, such as a scene from the chapter or a letter from a character's perspective. This hands-on activity supports their learning by allowing them to embody the experiences of the characters through creation.  Additionally, kinesthetic learners can be involved in setting up the classroom for group discussions or organizing visual materials for their presentations, providing them with physical movement and engagement with the learning space.  **Auditory:**  The read-aloud portion of the lesson caters to auditory learners, allowing them to absorb and process the story through listening. Emphasis on expressive reading, with varied tone and pacing, enhances their understanding and engagement.  During discussions and the sharing of creative reflections, auditory learners benefit from listening to the insights and interpretations of their peers, as well as the guided questions and summaries provided by the teacher. This auditory exchange of ideas helps to deepen their comprehension and critical thinking skills. |
| ***Application of Knowledge***  **How will students apply what they learned in this lesson?**  Applying lessons from "Refugee" by Alan Gratz, students will extend their learning through creative projects, discussions, and community involvement, deepening empathy and understanding for the refugee experience. By reflecting creatively, participating in discussions, and engaging in community awareness efforts, students apply critical thinking to real-world contexts and advocate for refugee issues. Independent research and personal reflection further enrich their perspective, encouraging positive contributions to global discussions on displacement. For older students, social media becomes a tool for broader advocacy. This multifaceted application not only solidifies their understanding of the novel's themes but also fosters empathy, critical thinking, and a sense of global responsibility. |

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| **Social/Emotional Safety Consideration:**  Addressing refugee experiences in "Refugee" by Alan Gratz may stir strong emotions and anxiety. To support students, the lesson employs small group discussions for a safer, less daunting space, encouraging comfort and openness. Giving students the choice to select their groups promotes a sense of belonging and reduces stress. Emphasizing empathy, active listening, and respect helps cultivate a classroom environment where diverse perspectives are valued, reducing fears of judgment. This mindful approach enhances social and emotional safety, allowing for meaningful engagement with the lesson's content and respectful interaction among students. |

***Assessment Strategies:***

# Assessment *for* learning

# During the read-aloud and discussion segments, the teacher will circulate the classroom, observing student engagement and understanding. This includes listening to student contributions during discussions, noting their reactions to the reading, and providing support where necessary. The teacher will offer clarification on key concepts and themes, answer questions, and guide students towards deeper comprehension and connection with the material. This ongoing assessment allows the teacher to adjust the lesson pace and focus areas in real time, ensuring all students can engage meaningfully with the lesson's objectives.

# Assessment *as* learning

# For the creative reflection activity, students will be encouraged to express their understanding and feelings about Chapter 1 through a chosen medium. After completing their creative pieces, students will have the opportunity to share and reflect on their work, considering how it represents their interpretation of the text's themes. This self-reflection encourages students to critically evaluate their own understanding and emotional responses, promoting a deeper internalization of the lesson's themes. Additionally, sharing their work with peers allows for a collaborative learning environment where students can gain insights from one another's perspectives.

**Assessment *of* learning**

The lesson concludes with students completing an exit ticket that prompts them to articulate one significant learning about refugee experiences from the lesson and to suggest ways they might support refugees in their community or globally. This exercise serves multiple purposes: it requires students to consolidate and articulate their learning, provides the teacher with tangible evidence of student understanding and engagement with the lesson's themes, and encourages students to think about the application of their new knowledge in a broader social context. The teacher will review these exit tickets to assess each student's comprehension and empathy levels regarding the content covered, informing future lessons and interventions as needed.

