

	<p>hand signs so that teacher can see more opinions throughout the class.</p> <p>-Students' ability to analyze stories and identify themes in various forms will be assessed by their groups handed in form of the identification of themes in each story. Additionally, I will also be walking around the class making mental notes on who is participating in the group conversation and if they are on the right track.</p>
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Prerequisite Concepts and Skills:

- Need to understand the concept of books.
- Need to be able to listen to and think about stories.
- Need to be able to ask questions to get a deeper understanding of concepts within a book.
- Need to be able to discuss with a group and listen to classmates.

Indigenous Connections/ First Peoples Principles of Learning:

- “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” This lesson plan is based on group work that encourages students to connect with their peers. This relates to the first people’s principles of learning because they believe that learning is best done through connecting and teaching each other.
- “Learning is embedded in memory, history, and story.” This lesson plan connects to first people’s principles of learning because they believe that learning should be embedded within stories. In this session, there will be multiple different stories and students will be critical thinking in order to identify the theme. Themes are what the authors are trying to tell us in the story and therefore, by identifying the theme using a story, students will be able to learn what the author wants to tell us. This not only applies to the stories we are reading in class but also to future books they will read.
- This lesson also contains a poem from the Indigenous writer Louise Bernice Halfe. This poem has a powerful message about truth and reconciliation within it. The teacher will spend time with the students at this station to go over the author's bibliography and to help them with a meaningful analysis of this complicated poem.

Universal Design for Learning (UDL):

- This lesson plan contains multiple means of representation, engagement, and action/ expression.
- Theme identification steps will be represented/explained by the teacher in class discussion form at the beginning of the class. Students will also have the opportunity to bounce ideas off each other during this beginning class discussion. Additionally, I will be going around to each group and having 1-1 conversations with students where we can discuss the themes and how to identify them.
- This lesson is engaging for visual learners as it involves a film portion. Some learners may find this more interesting than the reading section, therefore, this may increase their contribution to the group discussion.
- This lesson will engage audio learners because the poetry and short story parts of this lesson will be read by a peer within the group.
- This lesson could be engaging for tactile learners as it involves moving from station to station and exploring what is at each one. Additionally, there will be a note-taker in each group, and some students may find this a beneficial way to demonstrate their learning.
- The lesson is also good for interpersonal learners because it involves collaborating with classmates to determine themes of stories.
- This lesson also gives more than one way to show knowledge and contribute to the group. This can be in the form of note-taking but also in group discussion. Students will be able to share what they know about the topic with other students and the teacher without having to have excellent writing techniques.

Differentiate Instruction (DI):

-This lesson has been adapted for students who are unable to read because at least one member in each group will be able to read and therefore, they can read the story to members who are unable.

-This lesson is also done in groups so students who have a good understanding of the topic can begin to teach other students which may strengthen their understanding of the material even more.

-This lesson is adapted for learners who don't have great writing skills because there is only one designated recorder in each group. Therefore, other group members can display their thinking by explaining it to the recorder and not actually having to write it down.

Materials and Resources

-Posters with station numbers.

-Chromebooks to display films.

-Short stories/ and poems.

-Paper for each group to write their answers on.

-Group roles on whiteboard or projector for students to refer to.

-Projected timer so students know how much time they have left at each station.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction:</p> <p>Set up:</p> <ul style="list-style-type: none"> -Have guiding questions written on the board at the front of the class. -Have group roles written at the front of the class. -Have 6 stations set up around class. At each station, there should be either a chrome book with the film on it, a poem, or a short story. <p>-Explain the plan for today and do a quick discussion on what we remember about themes in stories. Students can use the I agree or I disagree hand sign to show they are engaged in the discussion. Next, explain that we are going to break into our teams and then I am going to give you 7 minutes at each station. After the 7 minutes are done, it will be expected that the recorder of your group has written down the theme. Then we will move to the next station (if you started at 4 you will move to 5 next). Make all expectations very clear before splitting into groups and go over the 4 different roles in the group as a refresher.</p> <p>Recorder: Writes down ideas, decisions, and plans. In this case, they will be writing down the group's final decision on the theme.</p> <p>Quiet Captain: Monitors noise level. Reminds group members if the noise is getting a little higher than necessary.</p> <p>Gatekeeper: Equalizes participation, and makes sure no one dominates. Reminds the group that everyone needs to understand the concept.</p> <p>Reflector: Keeps group aware of progress (or lack of progress). Remind the group if they begin to go off the task of what needs to get accomplished.</p>	<p>-Students should be sitting at their tables and listening to instructions. They also will be participating in discussions and telling me what they think the theme of a story is.</p>	<p>-5min</p> <p>-5min</p>

<p>-Then tell students their groups again. Let them gather into their groups at their assigned stations. Make sure everyone is clear of their roles in the group.</p>	<p>-Students should be moving into their groups and going over their roles again. Students who missed the last class will need to be given a role in this class.</p>	
<p>Body:</p> <p>-Students will be asked to visit at least three out of the six stations for the next approximately 20-25 minutes. If time permits and students seem engaged in the task we can rotate through more stations. The students will first read or watch the story/poem and then discuss what the theme is. The recorder will then write the theme down. If they finish early they should come up with three things that support this theme.</p> <p>Note: at station 5 there is a poem by Louise Bernice Halfe. This is an Indigenous writer and a very powerful poem. I will spend time here with each group to explain the writer's background and to ensure we are really digging into the theme/message. This is a more difficult poem so it will be important to have teacher support at this station. Additionally, I will be using the website "Louise Bernice Halfe. (n.d.). Retrieved from https://www.poetryinvoice.com/user/29554" to give the writer's bibliography and to help give guiding questions for meaningful analysis.</p> <p>-Teacher will be walking and helping groups with any questions that arise. After 7 minutes check with the groups and if most groups need more time give them another two minutes.</p>	<p>-Students will be working as a group to determine the theme at each station.</p> <p>-Students will listen to the bibliography of the writer and work with the teacher to identify the theme of this more complicated poem.</p> <p>-Students will be working as a group to determine the theme at each station.</p>	<p>-20min</p>
<p>Closure:</p> <p>-Finish by having a class discussion on if they found any of the stations particularly difficult. And what their favorite station was. Ask students if they found any similarities or differences with the themes in each station.</p> <p>-Thank them for having me.</p>	<p>-Students can raise their hands to share.</p>	<p>-2min</p>

Organizational Strategies:

<p>-Get students' attention by counting down from 5 (5..4..3..2..1).</p> <p>-Wait for quiet before talking.</p> <p>-Students raise their hands if they want to talk.</p> <p>-Signs will be made for each station so that students can easily see where they will be going next.</p> <p>-Students can sit in chairs that help to decrease the need to fidget.</p> <p>-Have a timer on the projector screen so students can easily see how long they have left at each station.</p> <p>-Walk away from a student that is talking during class discussion to try and get the student to project their voice.</p>

Proactive, Positive Classroom Learning Environment Strategies:

- Promoting the idea that we can learn from wrong and right answers.
- Having students sit in groups so that discussion and teamwork can be easily obtained.
- Encourage students to help other students that have not mastered the content yet.
- Have predetermined roles of each group member to help even out duties.
- Have engaging films and poems to ensure students will be listening to content.
- Try to not stand at the front of the class whenever possible.

Extensions:

- This lesson could be expanded on by starting the discussion on the difference between the main point and theme.
- The stations could be redone with a new focus on the main point instead of the theme.
- This lesson could also go into more difficult stories where the theme is less easy to identify.

Reflections (if necessary, continue on separate sheet):

I can now see this lesson plan being very successful mostly because of the many points of engagement for students. If students are engaged in the learning activities they are far more likely to be motivated to learn from them. The lesson plan should have students excited to participate. Additionally, this lesson gives students a chance to really work on the material not just hear about it. They will be able to ask questions to their group and to the teacher in order to learn. This is often way more successful than just a lecture on the ideas.

Some problems I could see occurring are if some stories take longer to analyze than others. The Pip film specifically is a bit longer than the other stories and films so the students may not be able to identify the theme in the 7 minutes. Having the teacher walk over right after the film is completed could help them to get right on track and have them complete the task in time. It is also important that I have added questions if groups identify their theme early. This way they will be less tempted to get off task.

I could also see some students not participating as much as others. Something that might help this could be giving the students a grade on group work. As my teacher mentor explained, sometimes if you want more motivation from students on a specific task you need to add a grade. He said that motivation might increase participation if I told the students they would be graded on this.

If the whole station idea flops because students are uninterested, it is too difficult, or students are too distracted in their groups then I can change the lesson to be done as a class. All the same tools can be used but we can do it as a class the entire time or students can just turn to their partner after I have read or shown the story/poem. This would give more structure to the class and more help from the teacher.

Another thing that might have helped is having a reflection ticket after the stations. The ticket should include something that they know about the theme, what they are unsure about theme, and how they think they did in their group work today.

What I love most about this station technique is that because students are analyzing many different stories in a small amount of time, they can begin to find similar themes between stories. This demonstrated that themes can't be too specific and should be able to be transferred to different stories. Having a class discussion about this will hopefully solidify this message.

Stations:

- 1 and 4: Chromebooks with headphone for groups to watch video
- 2 and 5: Poems
- 3 and 6: Short stories.

Teams 1: Hanna, Brayden C, Siera B, Jon

Team 2: Julian, Jaxson, Monty, Alyssa
Team 3: Hayden, Kaylee, Braedyn B, Carson
Team 4: Natalie, Christiaan, Greyson, Addi
Team 5: Ashlyn, Greg, Aiden, Sierra W
Team 6: Luca, Chris, Payton, Jaylin

Station 1:

<https://www.youtube.com/watch?v=07d2dXHYb94>

Answer:

- Believing in yourself, perseverance, and hard work can pay off.
- Hard work can help you overcome challenges.
- Sometimes you need to work on yourself before you can help others.

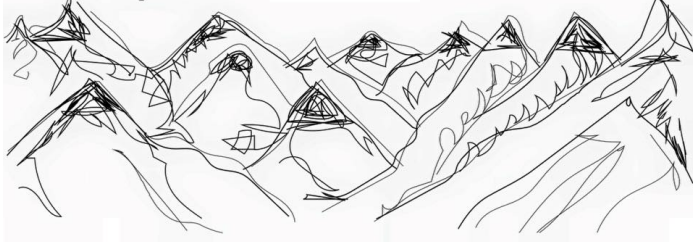
Explanation:

Pip really wanted to become a support dog for people with disabilities however his trainer had doubts about him because of his size. At first, Pip faced lots of obstacles and struggled to perform the tasks as the other dogs could but he persevered and found ways to adapt the tasks so that they worked for him. During testing, Pip made a mistake and got kicked out of the program but his desire to help people and bravery ended up proving his worth to his teachers and peers.

Station 2:

i want to apologize to all the women
i have called pretty
before i've called them intelligent or brave
i am sorry i made it sound as though
something as simple as what you're born with
is the most you have to be proud of when your
spirit has crushed mountains
from now on i will say things like
you are resilient or *you are extraordinary*
not because i don't think you're pretty
but because you are so much more than that

- rupi kaur



Station 2 Answer:

- Appreciating women for what's on the inside not the outside.
- Not classifying people based on their looks.
- Digging deeper.

Station 3:

3. Tammy and Sammy were both students in Mr. Morton's reading class. Mr. Morton wasn't too strict about deadlines, and Sammy took advantage of that. He did all of his homework in his other classes but never bothered to complete Mr. Morton's reading assignments, figuring that he could complete them later. Tammy, on the other hand, completed each assignment Mr. Morton assigned the night that he assigned it. She had to stay up a little later, but she didn't want to get a penalty for turning in her reading work late. Tammy knew reading was a core subject and that she had to keep "C" average for the entire year or she would have to go to summer school. When the end of the quarter came, Tammy and Sammy had both planned on going to the Enchanted Castle amusement park, but Mr. Morton called Sammy's mother, and she grounded Sammy until he turned in all of his work. That weekend was horrible for Sammy. He stayed up until 2:00 AM each night and still couldn't complete all of the assignments. The whole while, Tammy had a great time eating pizza at Enchanted Castle, watching movies late at night, and enjoying her weekend free of stress and pressure. At the end of the quarter, Sammy was lucky to squeak by with a "C" minus in reading while Tammy earned an "A." Sammy still hasn't learned his lesson and probably won't complete this activity either.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

Station 3 Answer:

- Procrastination can lead to unnecessary stress.
- Working hard can pay off in the end.

Explanation: Sammy procrastinated on all his work and ended up having to miss out on fun times with his friends. Tammy got to enjoy the night at the Enchanted Castle and got an A in the class.

Station 4:

<https://www.youtube.com/watch?v=A6PWu3EH7Xw>

Station 4 Answer:

- Kindness
- Acts of kindness may give you happiness.
- Don't shy away from helping others out.

Explanation:

In the beginning, the man seemed to be miserable. He never tried to help anyone even if the solution was very easy. Once the old woman forced him to help her walk across the street she thanked him. He felt happy he could help somebody else. He started to actively look for ways he could make others happier and lend a helping hand. By the end of the film, he seemed a lot happier and even was encouraging others to lend a helpful hand.

Station 5:

April 30, 2014

Louise Bernice Halfe

Weeds are flattened beneath last year's tire tracks

others lay burden by the winter's heavy snow.

The crocuses labor through this thick blanket.

I am sun drained from the bleakness
of the weeks before. Now a tick
I've carried in my hair runs up my neck,
festers on my chin.
I show it no mercy.

The lake-ice is rotting diamonds
where water seeps hungrily through its cracks.
Beneath the birdfeeders
goldfinches and juncos scratch.
Two mallards strut
crane their necks for the roving dogs and cats.
Sharptailed grouse lay low in the thicket believing
they cannot be seen, their rust-colored wings
match the frost-bitten ground.

This morning we were woken by a knocking
on our skylight, the yellow feathers
of a flicker splayed against the window.
I cradle a striped gopher, it heaves so slightly
against my palm, a leg broken
and one eye bloodied shut.
I lay it against the mountain ash and beg
it not to suffer.

This afternoon I have my hearing

for Truth and Reconciliation.

I must confess my years of sleeping
in those sterile, cold rooms where the hiss
of water heaters were devils
in the dark.

I want to walk these thickets
to that far horizon and not look back.

“ Biography:

Louise Bernice Halfe is a poet and social worker whose Cree name is Sky Dancer. She is Canada's Parliamentary Poet Laureate. Halfe weaves Cree language and teachings into her work, a political act against silence and erasure. Born in Two Hills, Alberta, and raised on Saddle Lake Reserve, she has written five poetry collections. *Blue Marrow*, a finalist for the Governor General's Literary Award, and the acclaimed *Burning in this Midnight Dream*, are her responses to the painful legacy of the residential school system—of which she is a survivor. Halfe's newest collection honours her culture and invites laughter: in *awâsis* – kinky and disheveled, a gender-fluid trickster figure leaps from Cree stories into her lively, lyrical poems. Halfe, who began writing poetry when she was 16, received the Latner Writers' Trust Poetry Prize in 2017 for her remarkable body of work, served as Saskatchewan's poet laureate, and lives in Saskatoon. (Louise Bernice Halfe. (n.d.). Retrieved from <https://www.poetryinvoice.com/user/29554>).

Station 6:

5. In his sophomore year of high school, Michael Jordan tried out for the varsity basketball team at Laney High School in Wilmington, North Carolina. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play at that level, so Jordan was cut from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. When he finally made the varsity squad, Jordan averaged 25 points a game and went on to become one of the greatest basketball players in history.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

Station 6 Answer:

- Never give up, persistence pays off.
- Believe in yourself.

Explanation: If Jordan had listened to his coach in sophomore year he would not have become the amazing basketball player that he is today.

Extra:

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Rolling Stones to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate and Money Mark could find nothing new or exciting in his life. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist, and everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Now she had everything that she had ever dreamed of and she truly loved to share her wealth and happiness with her family who supported her through all of the hard times.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

Answer: Money doesn't but happiness. You appreciate what you have more if you work for it.

Explanation: Even though Money Mark was rich he still wasn't happy. Penny on the other hand found excitement in the small things and ended up being successful and happy.

Extra:

accept yourself as a work in progress the continue
to build yourself into the person you're dreaming to be;
the person you have all the potential to be.
accept your flaws, accept your truths. accept your past.
and make light of them. no one can tear you down if
you make peace with who you are and where you've
been. if you are going to focus on the negative at all,
focus on turning them into positives. focus on growing.
sometimes, often times, our minds are the scariest
place to sit. it'll trick you into comparing yourself
to others and it'll trick you into believing you aren't
good enough. but you are. you have always been
and you always will be. you're much more powerful
when you believe in yourself. if you don't love
all of you, who will?
give yourself time to blossom.

—Reyna Biddy

Extra Answer:

- Sometimes you need to put work into loving yourself.
- Try to accept yourself without comparing to others.
- You will be able to accomplish more if you believe in yourself.