

(6) Character Adventure

Kyla Baker · Kindergarten · English Language Arts: Author Study

Core Competencies:

Communication:

- Connect and engage with others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, interpret, and present information (includes inquiries): I can understand and share information about a topic that is important to me.
- Explain/recount and reflect on experiences and accomplishments: I can represent my learning, and tell how it connects to my experiences and efforts.

Thinking:

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- Generating ideas: I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- Analyze and critique: I can show if I like something or not.

Personal & Social:

- Personal values and choices: I can tell what is important to me.
- Self-determination: I can show a sense of accomplishment and joy.
- Self-regulation: I can persevere with challenging tasks.
- Solving problems in peaceful ways: I can solve some problems myself and can identify when to ask for help..

Big Ideas:

- Everyone has a unique story to share.
- Stories and other texts can be shared through pictures and words.

Curricular Competencies:

Students will be able to:

- Use sources of information and prior knowledge to make meaning
- Use language to identify, create, and share ideas, feelings, opinions, and preferences

Content:

Students are expected to know:

- Metacognitive strategies
- Writing processes
- Letter knowledge
- Phonemic and phonological awareness
- Letter formation
- The relationship between reading, writing, and oral language

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Diversification/Differentiation:

Students can reference the book for vocabulary; students can work in partners

Assessment Tools & Strategies:

- Observation – teacher will circulate to see if the work being completed is related to the topic presented

Cross-Curricular Connections:

Arts Education: drawing and use of visual elements (ex. line, shape)

Resources/Materials:

- Character attribute worksheet
- Favorite character worksheet
- Pencils
- Crayons
- Premade PowerPoint

Method:

Hook: set the PowerPoint up for students to view

Lesson:

1. Ask students if they can remember the Author that we have been reading
2. Ask students if they can remember the three books we have read so far
3. Ask students if they can remember the main character of each book
4. Move to slide with each character attribute worksheets and add the descriptive words the students say for each character (this can be typed in or written directly on the board)
5. Complete the character attribute worksheets while asking students how they would describe each character – do a picture walk of the books to jog students memories
6. Show students the my favorite character worksheet and go through the steps of deciding a favorite character, writing the characters name, and stating a reason why; here students can reference the character attributes worksheets brainstormed prior to the selection
7. Pick your favorite character between Bear, Moose, and Beaver
8. Create an adventure for you and the character