

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Double Entry Journal (40 min)      Lesson # 7      Date: Tues, Feb. 24  
 Name: Kristie McComb      Subject: ELA      Grade(s): 6/7

**Rationale:**

This is the first lesson in which students will journal about the book they are reading. The Double Entry Journal form was selected as it provides an accessible entry point to help students make connections to the book.

**Core Competencies:**

Communication	Thinking	Personal & Social
<p><b>Communicating:</b>  <u>Connecting and engaging with others:</u>            Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.</p> <p><b>Collaborating</b>  <u>Supporting group interactions</u>            Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They</p>	<p><b>Critical thinking</b>  <u>Analyzing and critiquing</u>            Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.</p> <p><b>Creative thinking</b>  <u>Creating and innovating</u>            Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have</p>	<p><b>Positive personal and cultural identity</b>  <u>Understanding relationships and cultural contexts</u>            Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.</p> <p><b>Personal awareness and responsibility</b>  <u>Self-regulating</u>            Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions,</p>

<p>regulate the group’s interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.</p>	<p>value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</p>	<p>using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and to understand how their actions affect themselves and others.</p> <p><b>Social responsibility</b>  <u>Building relationships</u>  Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others’ needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.</p>
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**Big Ideas (Understand)**

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message.</li> </ul>	Strategies and processes: reading strategies and writing processes

**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>I can identify important ideas and details in texts.</li> <li>I can make connections between a text and my own experiences, other texts, or the world.</li> </ul>	Observations, conversations, and marking students’ double entry journals.

**Prerequisite Concepts and Skills:**

In grade 5, students had some experience using a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text.

### 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).

- Students will reflect on their own experiences to make connections to the text.

### Universal Design for Learning (UDL):

The chart form of the double entry journal makes it more accessible to students who struggle with writing and allows them to express their ideas in point form if they struggle to write sentences and paragraphs.

### Differentiate Instruction (DI):

Student T can use speech to text if required.

### Materials and Resources

- Lined paper (at least one page per student)
- Slideshow (from lesson 4)
- Students will need their rulers and pencils.

### Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>Review how to create a double entry journal and show students an example (see slideshow).</p> <p>Explain that students can connect that quote to</p> <ul style="list-style-type: none"><li>- Something they or someone they know has experienced</li><li>- Another story that they’ve heard or read</li><li>- A movie they’ve seen</li><li>- A video game they’ve played</li><li>- Anything that they’ve experienced outside of reading that book.</li></ul> <p>Create my own double journal entry as a demo. Show a short poem to the students - ask if anyone wants to read it (see slideshow). Write my demo double entry journal based on this poem.</p> <ul style="list-style-type: none"><li>- Write the book title at the top of your page</li><li>- Write your name at the top of the page</li><li>- Draw a line down the middle (using your ruler)</li><li>- On the left hand side of the chart write a quote from the book<ul style="list-style-type: none"><li>- Use quotation marks</li><li>- Include the page number</li></ul></li></ul>	<p>Students sit at their desks and listen to the teacher.</p> <p>Students raise their hands to participate in the discussion as applicable.</p>	5 min.

<p>- On the right hand side of the chard, write 4-5 sentences connecting to the quote.</p> <p>The important part of this process is what you say about the quote. So, don't spend forever finding quotes. You could even write about the title or the picture on the cover. The importance is that you practice connecting with what is in the book. Questions?</p> <p>You can either continue working on your double entry journal from last week, or, if you're finished, start a new one. Either way, you should (between last week and today) be writing about between 5-6 quotes total. So, use your time wisely by focusing on the writing, and not searching for quotes.</p> <p>There is lined paper at the front of the class for those who need it.</p>		
<p>Body:</p> <p>Students create their double entry journals - hand out lined paper. They can base it on a quote that they have already written on a sticky note or they can choose a different quote from their book.</p> <p>Students should see how many quotes they can find in their books that they can relate to - aim for at least 5. Once they've written about their first quote, find a second to write about, etc. Any student who finishes early should revise their writing - make sure it is clear and follows a logical flow, they have written in full sentences, check for spelling and grammar and make sure their handwriting is legible.</p> <p>The teacher circulates the room answering questions as needed. Students work independently.</p> <p>The teacher gives a 5 min. warning.</p>	<p>Students seated at their desks, listening to the teacher.</p> <p>Students help with handing out lined paper and begin working on their double entry journals.</p>	25 min.
<p>Closure:</p> <p>Discussion: Did you find that this process helped you connect to your book? In what way? Please hand in your Double Entry Journal (even if it's not finished) Make sure your name is on it.</p>	<p>Students remain at their desks and raise their hands to participate in the discussion</p> <p>Students hand in their papers and return to their seats.</p>	5 min.

**Organizational Strategies:**

- Have the slideshow ready to go before class begins.

**Proactive, Positive Classroom Learning Environment Strategies:**

Demonstrate the Double Entry Journal writing process by creating a journal entry with the class - thinking out loud about the process and what I can do if I need ideas.

**Extensions:**

If students finish early and have proofread their writing, they can re-write their Double Entry Journal in paragraph form rather than chart form.

**Reflections (if necessary, continue on separate sheet):**