

Outcome(s) of Lesson:

1.ELA 20-1, 2 Select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed.

How will I know the students have achieved the learning outcome?

- Students will create a proposal for a story to be told through writing, graphic novel, storytelling, video, or performance.
- The story will be told from the perspective of a Grandfather Rock incorporating elements such as a rock's age, wisdom, strength, and silence.

HOOK:

- Read the book As Big as the Sky, As Tall as the Trees, by Leah Yardley. Use a connection to the Rocky Mountains or local rock formations to introduce the concept of Grandfather Rock.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
	<p>Group discussion: Consider the characteristics of a Grandfather Rock: Withstands heat and water without cracking, generous/sacrifice (they give their lives to serve the nation), silent, observer, keeper of history, large (mountains), old.</p> <p>What links can students make to their own experience? Do they see connections between age and wisdom? Why might great age be linked to great wisdom? Analyze whether the size of a rock affect its ability to be a Grandfather Rock?</p> <p>Talking Pens: What does a rock see? What stories could a rock tell? What things might matter to a rock? What might it care about?</p>	<p>Listen to responses and ask questions to get students to elaborate.</p> <hr/> <p>Materials Needed</p> <p>Book: <u>As Big as the Sky, As Tall as the Trees</u> by Leah Yardley</p>
How do I differentiate the learning opportunity for all learners?		
Students talked about ideas in large and small groups.		

TRANSITION: (what will students do when they are finished?, how will we move to the next learning opportunity?)

- Students collect a whiteboard and a whiteboard marker. Each student will also need a blank sheet of paper and a pencil to record their brainstorming.

Time	Learning Opportunity	How do I check that students understand what to do?
	<p>Individual Brainstorming: Students use individual whiteboards to write ten words or ideas that they think of when they consider what they understand about Grandfather Rocks. Students transfer those words to a blank sheet of paper as a brainstorm record. Next students write ten things they might notice if they were a Grandfather Rock on their individual whiteboards. Students transfer these words to the brainstorm record.</p> <p>The teacher should give students one minute for each brainstorming session and two minutes to transfer their ideas to their brainstorm record.</p> <p>Each student will place their brainstorm record at their tablespot. The whole class will conduct a gallery walk where they circulate around the classroom looking at the ideas brainstormed by their classmates. Any ideas that are sparked can be noted on their sticky note to be added to their own brainstorm record after the walk.</p> <p>The teacher will distribute the proposal templates or students will access them on Google Classroom.</p> <p>Assignment: From the perspective of a local rock, tell a story about what that rock might have seen. Include the characteristics of a Grandfather Rock in your planning and story development. Students will create a proposal for a story to be told through writing, graphic novel, storytelling, video, or performance. Fill in a proposal template and submit to the teacher.</p>	<p>Observe students as they discuss and brainstorm. Ask questions as students work.</p> <p style="text-align: center;">Materials Needed</p> <p>1 Blank sheet of paper and pencil for brainstorming per student 1 Individual whiteboard and marker for brainstorming per student 1 sticky note and pencil per student 1 proposal template per student or computer to access Google Classroom</p>
How do I differentiate the learning opportunity for all learners?		
Individual brainstorming. Use of individual whiteboards as well as paper to generate and record ideas. Movement break to observe the ideas of their peers. Assignment has many choices for students to communicate their story in their own way.		

CLOSURE:

- For five minutes at the end of class, the teacher will ask students to contribute to a whiteboard graffiti wall of links they have made to the idea of Grandfather Rocks.
- The teacher gathers completed proposals as students leave the classroom.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)	
Accommodations	The final delivery format for the assignment is determined by each student Students are encouraged to look at the ideas of others and use them to spark their own. This can help students who feel stuck or don't consider themselves to be creative. Students who are done quickly can be assigned as peer tutors to students who are struggling.
Cooperative Learning Strategies used	Talking Pens Gallery Walk
Movement Breaks	Gallery Walk
Modes of Learning (Differentiation)	Auditory and visual styles are addressed in the lesson, while tactile learners can choose to create stories using performance arts. Intrapersonal, Interpersonal, auditory and linguistic intelligences are addressed in this lesson plan.
Higher Order Question(s)	Group discussion: What links can students make to their own experience? Do they see connections between age and wisdom? Why might great age be linked to great wisdom? Analyze whether the size of a rock affect its ability to be a Grandfather Rock? Talking Pens: What does a rock see? What stories could a rock tell? What things might matter to a rock? What might it care about?

Reflection and Revisions: