

Outcome(s) of Lesson:

1. Language Arts 2.2 - Retell events of stories in another form or medium
2. Language Arts 2.4 - Produce narratives that describe experiences and reflect personal responses

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

- The students will talk about the story that the teacher reads, and as a group they will discuss the meaning of the story
- The students will create their own unique stories about the life of a rock using a location that they are familiar with to describe specific details and experiences that they understand

HOOK:

- (5 minutes) Get the students to come to a spot where they can all easily see and hear the teacher with no distractions such as a reading carpet. Read the story As Big as the Sky, As Tall as the Trees written by Leah Yardley and illustrated by Adam Blacksmith.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
5 minutes	Start a group discussion about the book that was just read – <u>As Big as the Sky, As Tall as the Trees</u> . Lead the discussion into talking about the how inanimate objects mentioned in the story such as rocks, water, trees, and the sky are not necessarily living but are important aspects of life for the indigenous cultures.	Having the teacher read the stories that the students created will clearly show if the students understood that grandfather rocks are able to see everything and are wise as they have lots of knowledge about the world.
5 minutes	Now mention the term ‘grandfather rocks’ and explain to the students that grandfather rocks are old and wise rocks that have witnessed so much during their time on Mother Earth. Relate this idea to the students by talking about how their grandparents have been alive for a lot longer than they have, and have a lot more knowledge about the world.	
5 minutes	Now get the students to imagine that they are rocks. Get them to choose a location – that they must run past the teacher first – where their rock could be placed (see Appendix A for some ideas). After they have picked their location, have the students choose a rock from the pile of teacher provided rocks that intrigues them. This rock	

<p>30 minutes</p> <p>10 minutes</p>	<p>will be the rock that is imagined at their location. Encourage the students to pick a rock that reminds them of themselves or that they think would be the most likely to be at the location.</p> <p>Let the students brainstorm a list of things that they would see, hear, and smell while they are the rock at their location (see Appendix B for a brainstorm idea map). After brainstorming, get the students to write a short story about the life of their rock including what they would see, hear, and smell. Stronger writers can go on to write about what the rock would experience at different times in their life such as in the past, in the present, and in the future where struggling writers can just focus on what is happening in the present.</p> <p>When students are done their story, get them to draw and colour a picture of their rock at the rock’s location.</p> <p>After all the stories are written and teacher edited, get the students to share their stories and pictures using a round robin strategy with their table group. Bring the class back together as a whole and talk about how each rock saw something completely different, even if they were at the same location. Reassert how the rocks would see many different things over the year and would be very wise as it would know many things. Finish with reminding the students that these rocks tell stories to the indigenous peoples, just as we were able to make them tell us stories today. Ask questions such as “As you get older, you experience new things and new situations. How does this change a person’s view?” and “How does the rock’s view change as different things in the world happen?”</p>	<p style="text-align: center;">Materials Needed</p> <p>Different Rocks (one per student with a couple extra so each student has a choice on their rock)</p> <p>Sheets of paper for the students to write their stories on and draw on</p> <p>Brainstorm sheets (one per student)</p> <p>As Big as the Sky, As Tall as the Trees book</p> <p>Pencil crayons/crayons/markers to colour their pictures</p>
<p>How do I differentiate the learning opportunity for all learners?</p>		
<ul style="list-style-type: none"> • For remedial learners, aid them in choosing a location and prompt them on ideas of what they would see there. Then get them to write their story, helping with ideas if necessary. • For advanced learners, students can create a story where the rock sees, hears, and smells things in a young stage, middle stage, and old stage of life. This gives perspective to what the rock notices when it is younger vs when it is older. • Visual learners will appreciate when the teacher reads the story to the students • Kinesthetic learners will appreciate feeling the rock while writing to imagine where it is and what it is seeing • Intrapersonal learners will appreciate writing their stories on their own • Interpersonal learners will appreciate when they are able to share their stories with their table groups 		

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

- When students are finished their brainstorming, they can start on their story right away
- When students are done with their story, they can work on their drawing and colouring right away
- When students are done their pictures, they can quietly find a friend who is done and share their story with them

CLOSURE:

- After the lesson, have the teacher follow up with what is at the end of the lesson:

Bring the class back together as a whole and talk about how each rock saw something completely different, even if they were at the same location. Reassert how the rocks would see many different things over the year and would be very wise as it would know many things. Finish with reminding the students that these rocks tell stories to the indigenous peoples, just as we were able to make them tell us stories today. Ask questions such as “As you get older, you experience new things and new situations. How does this change a person’s view?” and “How does the rock’s view change as different things in the world happen?”

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)

Accommodations	Remedial learners – get help choosing a location, relaying their ideas onto paper, and getting ideas Advanced learners – create story with the rocks being at different ages
Cooperative Learning Strategies used	Have table groups share their stories using a round robin strategy
Movement Breaks	Students will go to the carpet to read the story and then back to their seats to work on their story Students can move around to pick up their special rock and get the teacher to edit their paper
Modes of Learning (Differentiation)	Visual learners – read the story to the students Kinesthetic learners – feel the rock while writing to imagine where it is and what it is seeing Intrapersonal learners – write their stories on their own Interpersonal learners – share their stories with their table groups
Higher Order Question(s)	As you get older, you experience new things and new situations. How does this change a person’s view? How does the rock’s view change as different things in the world happen?

Reflection and Revisions:

Appendix A: Rock Location Ideas

Beach	Amusement Park	Park	Playground	Forest	School
Ocean	Swimming Pool	Restaurant	Mall	Airport	Train
Car	Highway	Mountains	Church	Movies	Bank
Gas Station	Gym	Soccer Field	Hockey Rink	Dance Studio	Zoo
Golf Course	Hospital	Library	Hotel	Art Studio	Home

Appendix B: Brainstorm Idea Map

