

Outcome(s) of Lesson:

1. I can use text from a reading as a model for producing own print and other media texts.
2. I can communicate ideas and information in print and other media texts, such as illustrations.
3. I can analyze artwork for the meaning of its visible components and their interrelationships.
4. I can reproduce artworks that contain symbolic representations of a subject or theme.

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

- Students will be able to show they have achieved the learning outcomes through describing ideas and information in the text of a comic strip fashion of the story line of a part of the grandfather rock’s journey.
- Students will be able to show they have achieved the learning outcomes through using a similar colour scheme and style of drawings demonstrated in the illustrations of Adam Blacksmith in the story book, “As Big As The Sky, As Tall As The Trees”.

HOOK:

- Reading of the book, “As Big As The Sky, As Tall As The Trees” Written By Leah Yardley and Illustrated By Adam Blacksmith
- Going on a rock walk to pick a rock to write about part of its journey on earth with us.

Learning Opportunities:

| Time | Learning Opportunity | How do I check that students understand what to do? |
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| 45 mins | <p><u>Creation of their Grandfather rock’s story of their journey in a form of a Comic Strips</u> <u>Rough Draft/Story Writing</u></p> <p>As a class we will read the book, “As Big As The Sky, As Tall As The Trees” Written By Leah Yardley and Illustrated By Adam Blacksmith. We will study this piece of text by specifically looking at the page asking where our rock has traveled and experienced. Next as a class we will go for a walk outside for each student to pick their own rock, to write about that rock’s story here on earth. Remind the students that these are grandfather rocks and have been on earth for many years. Give some examples like the ice age, the revolution, the medieval times etc.</p> | <p>I will say the step out loud and have a student write that step on the board. I will do this with each step; starting with the mind maps and ending with the 2 stars and a wish step.</p> <p>Having the students hear the steps auditorily and having multiple students write each step on the boards will also</p> |

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| <p>When back in the classroom have the students, in table groups of 4 students, create a Mind Map with the group; brain storming ideas of where their rocks have been or what their rocks have experienced.</p> <p>Studying the book as a whole group we will look at the illustrations and colours used by Adam Blacksmith. As a class we'll create a class Mind Map of colours, lines, shape and style that the illustrations demonstrated. With both these brain storming activities it will help students to focus on the ideas of what we will be doing.</p> <p>I will hand out a paper that have 4 box strips that have 4 boxes in each strip in it, making that 16 boxes for the students to fill out to create their comic strip of their grandfather rock's journey. I will have an example already done to show the students what I am looking for and assessing on. Students will focus on one adventure that their rock has experienced in this activity. Students must base their illustrations on how Adam Blacksmith illustrated the book, "As Big As The Sky, As Tall As The Trees". Students will first look at their rock and see if there is something they know about their rock because of the type of rock it is or of its distinct features and write a short story on the adventure in a distinct place their rock has faced to look that certain way. An example is that there is a mark on the rock that he gained through being in an explosion. With this story they have come up with they will put it in a comic strip form by having them first draw with a pencil in each comic box. Remind the students to create a creative title of the rock's journey and to put their name on their work. They must have at least 4 speech bubbles amongst the 16 comic boxes. Students stories can be realistic; make sense having a beginning, middle and an end. These stories can be based on a true historic event or a historic event that may have been possible.</p> <p>When students have finished their rough draft, students will meet with a partner who is also finished to give 2 stars and a wish. (2 stars and a wish- is student gives 2 positives on their peer's work and 1 what I would improve on their work) Students will have time to change their comic strip from that wish if wanted or not.</p> | <p>show they understand what to do in their own words as a visual.</p> |
| <p>Materials Needed</p> | |
| <ul style="list-style-type: none"> - "As Big As The Sky, As Tall As The Trees" Written By Leah Yardley and Illustrated By Adam Blacksmith - 2 large papers for Mind Maps per four people at the table - Paper for each student to create their comic strip in; that have 4 box strips that have 4 boxes in each strip in it, making that 16 boxes (one per student) - Pencil (one per student) - Rock (one per student) - Sticky notes (3 per student) | |
| <p>How do I differentiate the learning opportunity for all learners?</p> | |
| <p>For more advanced learners I will have a page with more comic boxes for those learners to keep working. For students who take longer can have a paper with less comic boxes to be able to finish in time. Having more or less comic boxes can differentiate the learning opportunity to all the students.</p> | |

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| TRANSITION: <i>(what will students do when they are finished?, how will we move to the next learning opportunity?)</i> |
| <ul style="list-style-type: none"> When students are finished they will grab 3 sticky notes and find another student who is finished. They will trade work and give 2 stars and a wish to their peers work. Students will look to see what their peer said about their work and choose if they want to make that change or not. |

| Time | Learning Opportunity | How do I check that students understand what to do? |
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| 15 mins | <p><u>Creation of their Grandfather rock’s story of their journey in a form of a Comic Strips</u> <u>Final Draft/Colouring</u></p> <p>After the students finish their 2 stars and a wish and making a change or not they will begin colouring. Remind the students to look at the book “As Big As The Sky, As Tall As The Trees” Written By Leah Yardley and Illustrated By Adam Blacksmith and to look back to that mind map they made previously based on colour and style of the illustrations. They can also look at the example I have created to show the students what colour and style I am assessing on to show the students that we are analyzing and representing the books illustrations. They will base the colours they use of the same colour scheme used in this book. Students can use the medium of pencil crayons or markers. When finished they should have a 16 box comic strip telling a journey their rock has been on and that has at least 4 speech bubbles, has a beginning, middle and end, fully colored and has similar colour scheme and illustration style as Adam Blacksmith.</p> | <p>Looking at the students’ mind maps prior to this learning opportunity to see if the students are on the correct track on the colour and style similar to Adam Blacksmiths. If not, approach those students and show them your example and the book again. To see if they understand, see what colours they grab to colour with before they start colouring to check with me that they understand what I am assessing on.</p> |
| | | <p>Materials Needed</p> <ul style="list-style-type: none"> Various coloured pencil crayons and markers |
| <p>How do I differentiate the learning opportunity for all learners?</p> <p>Having the students see the visual of the book and my example for the visual learners and having the mind map for the interpersonal learners. For students who are colour blind to accommodate them in the learning opportunity for all learners to pick the colours for them.</p> | | |

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| CLOSURE: |
| <ul style="list-style-type: none"> Students will hand in their comic strip and we will place them in a duo tang to create a “Grandfather Rock Comic Book” that is filled with the classes comic strips of their grandfather rocks adventures. We will keep it in the class for the students to grab at any time to |

remind them of their hardwork and that rocks have been here a long time and lived through many different adventures and due to this we need to respect grandfather rocks.

| Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities) | |
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| Accommodations | - Having various kinds of comic strips many boxes, average about of boxes and fewer boxes to accommodate all learners. |
| Cooperative Learning Strategies used | Having the students work in table teams to create mind maps to brain storm ideas on what to write about and how to illustrate their thoughts. Also, as a class creating a class grandfather rock comic book filled with every students' work and ideas. |
| Movement Breaks | The rock walk where the students can pick a rock to write about. 2 Stars and a Wish when the students can walk to their friend's desk to give formative feedback on their peers' work. |
| Modes of Learning (Differentiation) | Visual: Demonstrating the comic strip in my example, using the book, having brainstorm mind maps and having the steps written on the board. Auditory: Hearing the directions out loud from myself and the students to write it up on the board. Interpersonal: Working as a table team to create brain storming on the mind map. Intrapersonal: Having the students work individually on their comic strips. Kinesthetic: Going on a rock walk and hands on evaluating the rock to write about. |
| Higher Order Question(s) | What is the importance of learning about Grandfather rocks? Why must we value Adam Blacksmith work and demonstrate it in our work? Why is writing a comic strip about their grandfather rock beneficial? Is their other way to tell the grandfather rocks stories? Where else has your grandfather rock been other than the journey you described in your comic strip? |

Reflection and Revisions: