



Learning Plan: SECONDARY ELA₁

Teacher	Tharonhianente Barnes	Date and Time of Lesson	Feb. 28 th , 2020 73mins 9:35-10:48AM (Period 1)
Location	A-130, Heritage Regional High School	Students	21
Title of lesson	"A Sound of Thunder (Part II)"	Grade level	Cycle 1, Year 1
Subject	ELA	Topic	Short Stories
Context/Background	This is the second half of a two-part lesson based on the reading of Ray Bradbury's "A Sound of Thunder" (1951). This lesson will be followed by another lesson dedicated to unpacking the story in greater detail. Prior to this, students were exposed to the six elements of a short story.		
Relevance	This lesson, reading the short story, is essential as it will be the first time students will be reading a short story during the unit. Further, this will mark the first instance students will be reading with the knowledge of the six elements of a story. Students will need to know these elements and how to identify them in their reading, which is a relevant skill in future academics, in addition to those who wish to pursue creative writing as a career option.		
Progression of Learning	C. Narrative Texts, 2. Structures, Features, Codes and Conventions of Narrative Texts (pp. 15-16). At this stage, Sec I, students will be constructing knowledge with teacher guidance.		
Resources Required	Pens/Pencils, Loose leaf, comprehension questions, printed copy of "A Sound of Thunder". PDF version will be projected on the board as well.		
Use of Technology	This lesson will be presented via a Google Slides presentation.		
Real Life Connection	This short story, in particular, has the theme of small actions resulting in large consequences. This is an idea that can apply to their day-to-day lives, in that any action made against another person could have repercussions in the future.		
QEP Subject Area Competencies	Competency One—Uses language/talk to communicate and to learn. Competency Two—Reads and listens to written, spoken and media texts.		
Learning Objectives	<ol style="list-style-type: none"> 1. After reading "A Sound of Thunder", on their own, students will demonstrate his/her understanding of the short story by completing five short-answer comprehension questions in his/her writer's notebook, concerning the events of the narrative. Students will return their writer's notebook to me before the end of class with the completed work. Assessment will be based on content and whether it is complete sentences—grammar will not be focused on for this assignment. 2. Before the end of class, students will complete an Exit Card on their own to demonstrate they have learned new vocabulary, by writing at least three new words they have learned from reading "A Sound of Thunder", and write down what these words mean. Students will return the Exit Card to the teacher when they are finished. 		
Essential Question(s)	<i>What are the elements in this short story? Who is the main character? What is the plot? What is the setting? Theme? Conflict? Point of View?</i>		
	Pre-Assessment:		
	Students will be pre-assessed for prior knowledge via questions asked during the hook.		
Lesson Timing (73mins)	Introduction (hook) 5mins:	Student will know:	
	The following questions will be presented to the class as a whole for class discussion: What would you do if you were out hiking one day and came face to face with a Tyrannosaurus Rex? Who is the main character? What is the setting?	<ul style="list-style-type: none"> - Author's name - What the six elements of a story are in the context of "A Sound of Thunder" by Ray Bradbury. - What the meaning behind "a sound of thunder" is: footsteps of the T-Rex and the gunshot at the end. 	

¹ Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner



<p>What do we know of the plot so far? Are there any signs of repetition? What do you think was meant by the line: “A sound of thunder (p. 5)”?</p>	<ul style="list-style-type: none"> - Foreshadowing and repetition (Question 5 of the comprehension questions allude to foreshadowing and repetition as being ways to hint at the story’s ending.)
<p>Development (Learning activities – step by step sequential procedure): 35-45mins</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> - By reading the story, and with teacher guidance, students will understand that small actions can have large consequences (stepping on a butterfly). - Descriptive language can be used to establish setting. This will be pointed out with teacher guidance and also class discussion. - Metaphors, simile, imagery can be used to help the reader envision something that has never been seen before (T-Rex scene). Teacher will guide students in analyzing this scene. - The “sound of thunder” is a metaphor to represent the impact tremors caused by the Tyrannosaur’s footsteps, by watching the <i>Jurassic Park</i> clip.
<ol style="list-style-type: none"> 1. Present Agenda 2. Recap and Review <ol style="list-style-type: none"> a. Review what was read last class. 3. Video clip: <i>Jurassic Park</i> (1 min) <ol style="list-style-type: none"> a. This scene will help students understand what Bradbury means by a sound of thunder in relation to the Tyrannosaur. 4. Finish reading “A Sound of Thunder” <ol style="list-style-type: none"> a. Teacher will read the story to the class, while they follow along. We will stop periodically to go over certain things that may be unclear, or if a student does not know a certain word. <p>Note: Here is a link to the Google Slideshow that will be used both before and after the reading of “A Sound of Thunder”.</p>	<p>Students will do:</p> <ul style="list-style-type: none"> - Students will participate in group discussions, identifying some elements of a short story. - Students will exhibit their understanding by completing a set of comprehension questions, after reading the story, which test their knowledge of the story’s events and the significance of certain plot points. - Engage in class discussion. - Analyze a short story as it is being read by taking pauses to explore aspects of plot, character, etc. with teacher guidance.
	<p>Cross Curricular Competencies:</p> <p>N/A</p>
	<p>Broad Areas of Learning:</p> <p>This lesson may help lay down the groundwork in regards to media literacy, one of the main components of the Broad Areas of Learning. Students will begin exploring the concepts and impacts that stories have. Further, narratives can be presented in a number of mediums: text, film, audio, etc.).</p>
	<p>Universal Design for Learning/ Differentiation:</p> <p>The lesson will comprise of a combination of audio and visual presentation. While information is presented in textual form, the teacher will also read the information off the</p>



		<p>board for students who struggle with reading. The teacher will also read the short story to the students, who are required to follow along. A PDF may be made available for students that have an accommodation which allows them to use a tablet or laptop for reading texts. For the writing activity, students who are struggling with dysgraphia or other differentiations may be permitted to use a digital word processor or speech-to-text software to assist them in writing the assignment.</p>
	<p>Closure (transition): 25mins Once the story is finished, we will hold a brief group discussions based on the following questions:</p> <ul style="list-style-type: none"> - What are your initial reactions to “A Sound of Thunder?” - Did it end the way you thought it would? - Was there anything done or said that hinted at the ending? <p>Comprehension Questions</p> <ul style="list-style-type: none"> - In your writer’s notebook 2, on your own, answer the first five questions found at the end of the booklet. We won’t be doing Question Six. - Your answers should be in complete sentences. - You should answer all of these before the end of class. Return your Writer’s Notebook to me for correcting. <p>Wrap-up Activity (Exit Card) 5mins: Towards the end of class, students will be tasked with completing an Exit Card that requires them to write down at least three new vocabulary words learned from this short story, in addition to writing down the meaning of these new words. Example: “Pertinent = very important, essential”</p>	<p>FORMATIVE - Assessment FOR learning:</p> <ul style="list-style-type: none"> - The comprehension questions completed in class will determine whether students can exhibit understand the elements of a short story in the context of this story. - The Exit Card will be used as evidence of student learning in regards to vocabulary words. <p>FORMATIVE - Assessment AS learning:</p> <ul style="list-style-type: none"> - The teacher will go around the class to see if students need help with the comprehension questions. <p>SUMMATIVE - Assessment OF learning:</p> <p>As this lesson is in the early stages of the unit, there will be no summative assessment in regards to this lesson.</p>
<p>Further considerations (follow up activities) / Extension</p>		
<p>In the event that there is no time to complete the comprehension questions, these will be completed at the start of next class. In the event that all is complete with time leftover, students will be given the following writing prompt:</p> <ul style="list-style-type: none"> - You are invited to Time Safari Inc. as a special guest to test out their Time Machine. Where and when do you go? Explain what you would do there, and why you chose this place/time. - Length: 100-150 words. - In Writer’s Notebook 2. 		

<p>Reflection: <i>My assessed lesson went surprisingly well, considering I had the opportunity to teach this lesson the previous day. I swapped out the Setting activity, which involved analyzing two paragraphs of text, and instead had students guide me in illustrating a setting. The goal was to have students understand the importance of established setting.</i></p>
<p>Professional Competencies:</p>



PC 4: To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

- Seeing as I have never taught Sec I students prior to FE4, I am still gauging what I can do—and at what pace—with this age group. My goal for this lesson is to assess whether this teaching and learning situation is appropriate for this group of students.
- The combination of writing activities, video clip viewing, and reading should help students in maintaining an interest throughout the lesson.
- The comprehension questions at the end of the reading of “A Sound of Thunder” (1951), in addition to teacher guidance, will help students in developing their reading competency (Competency 2).
- Discussion questions for class discussions have been established as means of helping students further develop their talk competency (Competency 1).
- The Progression of Learning and the Quebec Education Program has been consulted to ensure the learning activities are relevant for a Cycle 1, Year 1 class.