

ELA - Lesson Plan – Guided Reading – *Endurance on the Ice*

Subject/Grade: ELA – Grade 6/8 Lesson Title: Guided Reading Teacher: Mrs. M Time: 7 days – 15-20 mins each

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR6.2

Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Understand that listening, reading, and viewing are processes that require the use of several strategies before, during, and after listening, reading, and viewing including:

(a) **Before:** Select and use a range of strategies before listening, reading, and viewing including:

- predict what text will be about (e.g., consider the accompanying visuals and headings)

(b) **During:** Select and use a range of strategies to construct, monitor, and confirm meaning including:

- note key ideas and what supports them (e.g., identify the problem, the key events, and the problem resolution; find important ideas and identify supporting details)

(c) **After:** Select and use a range of strategies to confirm and extend meaning including:

- recall, paraphrase, summarize, and synthesize (e.g., remember information from factual texts and use strategies for remembering it; summarize main ideas to arrive at new understanding or conclusion; synthesize information from two different points of view)

CR8.2

Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.

Describe, apply, and assess the strategies used before, during, and after viewing, listening and reading including:

(a) **Before:**

- predict what text will be about (e.g., review an outline of the main ideas in a text and predict what information or stance will be used to support these main ideas)

(b) **During:**

- note key ideas and what supports them (e.g., stop at the end of each page, section, or chapter to answer the who, what, when, where, why, and how questions; note how examples, illustrations, and visual aids support or take away from key message)

(c) **After:**

- recall, paraphrase, summarize, and synthesize (e.g., connect, compare, and contrast ideas in texts; determine implied and literal messages; make notes to assist recall)

CR6.4

View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

(a) Display active viewing behaviours including preparing to view; considering what is known and needs to be known about a topic; showing interest in what is said; anticipating and predicting the speaker's message and meaning; identifying ideas expressed as true or false, real or imaginary; seeking additional information from other sources as needed.

(e) Draw conclusions based on evidence in visual text (e.g., line graph).

CR8.4

View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.

(a) Demonstrate the behaviours of an effective and active viewer including formulating questions before viewing; viewing attentively; relating text to self, text to other texts, and text to world; recognizing main ideas and underlying messages and values; recognizing how images and other elements (e.g., data displays) are capturing and holding attention; identifying the impact the text is having on self; reflecting and reviewing in light of purpose.

CR6.8

Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 silently) and expression.

(b) Read for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.

(h) Analyze and evaluate what is read.

CR8.8

Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression.

(a) Demonstrate the behaviours of an effective and active reader including previewing text, anticipating author's message, reading with purpose in mind, recognizing main ideas and relevant details for purpose, making jot notes to assist recall, considering author's reasoning for creating text, analyzing and evaluating

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ideas and craft as one reads, and recognizing underlying biases, stereotypes, or prejudices in text.

(d) Use various forms of note making (e.g., lists, summaries, observations, descriptions) appropriate to purpose and situation.

Key Understandings: ('I Can' statements)

- I can... use different strategies to construct meaning before, during, and after reading a text
- I can... display active reading behaviour by considering what is known and what needs to be known about a topic, as well as formulating questions
- I can... draw conclusions or make guesses based on visual text
- I can... read to gather and understand information
- I can... use different forms of note making to keep record of information

Essential or Key Questions:

- **How did Shackleton's expedition change from an exploration to story of survival? (Big question)**
- **What information do the images and pictures provide?**
- **How does this section (these sections) relate to the big question?**

Prerequisite Learning:

- Have a general ability to read fluently
- Be able to take information and use it as evidence to justify their response

Instructional Strategies:

- Vocabulary discussion
- Pausing and reflecting – taking time to point out specific ideas
- Breaking down words (look for words inside of words, sounding it out)
- Have student highlight points that will help answer "big question"

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:

- vocabulary discussion
- have students provide one sentence summaries of sections

Summative Assessment:

- Journal response to question "How did Shackleton's expedition change from an exploration to a story of survival?"

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time:

DAY ONE (Mar. 15th): 15-20 mins

Do overview of the book

- Share focus question – Have this question in your mind as we go throughout this book
- Look at front cover, back cover, and author

Vocabulary discussion

- Show "words to know"
- Have students sort words into ones that they know and ones they don't know
- Get them to categorize them into different groups of their choosing (nouns, adjectives, verbs as an example)

Look over Table of Contents

- Table of contents provides an overview of the book
- Look over names of chapters
- Ask: Do we have any predictions about what is going to happen?

Look at Glossary (page 20)

- Briefly look over glossary
- Ask: Why do we have it? What is its purpose?
- Go over words that they did not know by reading definitions listed in glossary.

Materials/Resources:

- Big chart paper
- *Endurance on the Ice* Booklets for everyone
- Highlighters
- Writing utensil
- Teacher's guide
- Appendix A: Photo Gallery Walk

Possible Adaptations/

Differentiation:

- help transcribe journal response if a student struggles with writing
- provide assistance in reading to students who may struggle to read

Management Strategies:

- provide clear direction
- create room for discussion, but provide boundaries to avoid getting off topic

Safety Considerations:

- Provide encouragement to students and their efforts

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<p>Look at pictures, maps, other pertinent information</p> <ul style="list-style-type: none">• Look at each picture• Have students share what details they see and what they notice• Option: You can use Appendix A: Photo Gallery Walk to have students write down information. Or you can have them verbally share their thoughts and ideas. <p>Development: _____ Length of Time: _____</p> <p>DAY TWO: 15-20 mins Main Outcome Focus: Section: Stranded (page 4) - Share what you will be assessing them on today</p> <ul style="list-style-type: none">• Have a student read section• Tell them to highlight parts that they feel connect to the “big question.”• Pause after first paragraph• Ask: What information have we learned about so far?• Proceed with next section• Have each student give a one sentence summary of the reading• Reminder: a summary includes the main idea and the supporting details. A summary answers the questions <i>who, what, when, where,</i> and <i>why.</i>• Go over any words that were said incorrectly or were a struggle• Write information on big chart paper <p>DAY THREE: 15-20 mins Main Outcome Focus: Section: Lost in the Antarctic (page 5-7 [end of first paragraph]) – Share what you will be assessing them on today -</p> <ul style="list-style-type: none">• Have a student read section• Tell them to highlight parts that they feel connect to the “big question.”• Pause after first paragraph• Ask: What information have we learned about so far?• Proceed with next section• DASHES - a punctuation mark use for different purposes: to show an afterthought or summary at the end of a sentence or to “set-off,” or clarify, information within a sentence. Clarify difference between a hyphen and a dash – use teacher’s guide• Have each student give a one sentence of the reading after completing section• Go over any words that were said incorrectly or were a struggle• Write information on big chart paper <p>DAY FOUR: 15-20 mins Main Outcome Focus: Section: Lost in the Antarctic (page 7-9) – Share what you will be assessing them on today -</p> <ul style="list-style-type: none">• Have a student read section• Tell them to highlight parts that they feel connect to the “big question.”• Pause after each paragraph• Ask: What information have we learned about so far?• Proceed with next section• Have each student give a one sentence of the reading after completing section• Go over any words that were said incorrectly or were a struggle• Write information on big chart paper <p>DAY FIVE: 15-20 mins Main Outcome Focus:</p>	<p>- Create a space where students can share their ideas and have discussion</p>
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Section: Patience on Ice (page 10-11) – Share what you will be assessing them on today -

- Have a student read section
- Tell them to highlight parts that they feel connect to the “big question.”
- Pause after first paragraph
- Ask: What information have we learned about so far?
- Proceed with next section
- Have each student give a one sentence of the reading
- Go over any words that were said incorrectly or were a struggle
- Write information on big chart paper

DAY SIX: 15-20 mins Main Outcome Focus:

Section: To Elephant Island (page. 12-13) – Share what you will be assessing them on today -

- Have a student read section
- Tell them to highlight parts that they feel connect to the “big question.”
- Pause after first paragraph
- Ask: What information have we learned about so far?
- Proceed with next section
- Have each student give a one sentence of the reading
- Go over any words that were said incorrectly or were a struggle
- Write information on big chart paper

DAY SEVEN: 15-20 mins Main Outcome Focus:

Section: Across the Deadliest Sea (page 14-17) – Share what you will be assessing them on today -

- Have a student read section
- Tell them to highlight parts that they feel connect to the “big question.”
- Pause after first paragraph
- Ask: What information have we learned about so far?
- Proceed with next section
- Have each student give a one sentence of the reading
- Go over any words that were said incorrectly or were a struggle
- Write information on big chart paper

DAY EIGHT: 15-20 mins Main Outcome Focus:

Section: All Safe (page 18-19) – Share what you will be assessing them on today -

- Have a student read section
- Tell them to highlight parts that they feel connect to the “big question.”
- Pause after first paragraph
- Ask: What information have we learned about so far?
- Proceed with next section
- Have each student give a one sentence of the reading
- Go over any words that were said incorrectly or were a struggle
- Write information on big chart paper

Learning Closure:

Length of Time:

DAY NINE: 15-20 mins Main Outcome Focus:

Have students write a journal response to the question “How did Shackleton’s expedition change from an exploration to a story of survival?”

- Have them use the chart paper responses to help guide their responses.

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Share about news article? <https://www.bbc.com/news/science-environment-60662541>

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)



Appendix A: Photo Gallery Walk

Picture & Page Number	What do you see? What details do you notice?	What is happening? What is the picture trying to tell you?
Page 3		
Page 4		
Page 6		
Page 7		
Page 8		
Page 10		
Page 12		
Page 13		
Page 14		
Page 17		
Page 18		
Page 19		

Words We Know

Words We Don't Know

Cache

Salvaged

Expedition

Tenacity

Isolated

Treacherous

Liberate

Uninhabited

Pack ice

Propulsion

Provisions

Prow