

**Lesson Plan:****Lesson Overview****Title:** *The Magical YET*: Read-aloud and Activity**Subject/Course:** Language Arts & The Arts**Time:** 75 minutes**Grades:** 2**Developed by:** Kaitlyn Provost**Lesson Description**

Students will look at the book *The Magical YET*. Students will talk about what the YET represents, and how they have seen the YET in their lives. After reading the book, students will design their YET and label it with things they might not be able to do now, but want to learn how to do.

**Stage 1: Desired Results****Big Ideas/Essential Question**

- If you cannot do something now, you will be able to eventually.
- “I cannot do this, YET”.

**Ontario Curricular Overall Expectation**

B1. Oral and Non-Verbal Communication: Apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences.

C1. Knowledge about Texts: Apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres.

C2. Comprehension Strategies: Apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experiences, in order to understand and clarify the meaning of texts.

**Ontario Curricular Specific Expectation**

B1.2

C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7

**Key concepts and/or skills to be learned/applied:**

- Decoding literature and looking for a deeper understanding
- Art and creativity

**Prior Knowledge:**

- Lived experiences

## Stage 2: Planning learning experience and instruction

Student Groupings	Instructional Strategies
Students are working individually for this activity but they are encouraged to work alongside their peers while creating their own YET. This allows the students to make their YET unique and reflective of who they are	<p>Explicit teaching</p> <ul style="list-style-type: none"> <li>- Ask students questions throughout the book to keep them engaged.</li> <li>- Use the pictures to explain the book, for those that struggle with oral comprehension/ ELL.</li> <li>- Encourage students to make predictions, by connecting the story to their lived experiences.</li> <li>- Clear expectations are posted on the board for students during the entire process.</li> <li>- Different steps are separated by colour so students know what to do in sequence.</li> </ul>
Materials	Considerations
<ul style="list-style-type: none"> <li>- The Magical YET by Angela DiTerlizzi</li> <li>- Paper</li> <li>- Colouring materials</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>- Building materials</li> <li>- Clay</li> <li>- Art materials</li> </ul>	<p>Students can choose which materials they feel more comfortable using. Students who are more tactile learners might prefer to use clay materials, but they have the choice of which they would like to use.</p> <p>Some students require reassurance on their work to ensure they are on the right path.</p>
Activity Flow	Accommodations
<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Read-aloud</li> <li>- Brainstorming</li> <li>- Creating</li> <li>- Sharing</li> </ul>	<ul style="list-style-type: none"> <li>- Students are allowed to work in any areas that they feel will make them more comfortable and help them in completing their tasks.</li> <li>- Students can work with others to design their YET</li> <li>- The teacher can share their creations with the class on their behalf</li> </ul>
	Modifications
	<ul style="list-style-type: none"> <li>- Students can use technology to create their YET.</li> <li>- Students can get help from another student</li> <li>- Students can work with the teacher</li> </ul>

## Stage 3: Learning experience and instruction

Motivational Hook:
<ul style="list-style-type: none"> <li>- Discussion               <ul style="list-style-type: none"> <li>- Students will take turns sharing if they would like, so all students get the opportunity to share.</li> </ul> </li> </ul>

- Students can share with the teacher individually, and the teacher can share with the large group.
- Explain to students what the word yet means as a general term.
- What do you think this book is about?
- What do you think YET means?

### Open:

- Read *The Magical YET*
  - What is something that you could not do, but now you can?
  - Read the story slowly and check for understanding throughout the story.
  - Use the images to help students understand what the words are explaining.
  - Allow students to sit wherever they feel most comfortable.
- Discussion
  - Ask students how their YET has helped them develop.
  - Provide probing questions to help guide students.
  - Do you feel the YET has been with you growing up?
  - What do you hope the YET will help you with in the future?

### Body:

- Brainstorm: What do you want your YET to look like?
  - Students can use paper, whiteboards, Lego; or any materials that they would like to use to brainstorm
- Ask students to design their YET
  - Your YET should represent who you are

### Close (2-10 MINS):

- Have students share their YET with their peers
  - Students can share their YET with the class; if they choose.
  - Students who do not feel comfortable speaking in front of the class can request the teacher share their YET with the class on their behalf.
- Name a few of the things that they would like to learn how to do with the YET by their side.

### Early Finishers

- Students who finish early are encouraged to practice their 'presentation' with their peers. Although this is not a formal presentation, each student is welcome to share their YET with the rest of the class and their wishes for the future with their YET.

### Link to Future Lessons

This is relevant to future lessons because it helps remind students that although you might not be good at something right now, you are going to learn. With practice and support each student in our classroom will succeed.

### Assessment

There is no formal assessment for this activity but students are encouraged to give feedback after a student shares their YET. The teacher will also provide students with encouragement notes thanking them for participating. The teacher will tell each student things that they did super well in their project and also something that they wish will come true for the students with the YET by their side.