

**LESSON PLAN**

**Subject:** English Language Arts      **Topic:** Ten Black Dots  
**Unit:** \_\_\_\_\_      **Grade:** Grade 1

**LEARNING OUTCOMES****General Outcome 2:**

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts

2.1.1 Use Strategies and Cues – Prior Knowledge – make connections between texts, prior knowledge, and personal experiences

2.3.1 Understand Forms and Techniques – Create Original Texts – create original texts to communicate and demonstrate understanding of forms and techniques

**ELA's USED**

- Reading, Viewing, Representing, Listening, Speaking, Writing

**ASSESSMENT**

**Summative Assessment:** I will formatively assess the ability of students to recreate the 10 Black Dots text, assessing not only the content but also composition (sentence formation and completion, letter formation, spelling, punctuation, etc.). My expectations of the students will be clearly expressed and reiterated throughout the completion of their texts.

**Formative Assessment:** Since the Think-Aloud/Brainstorming strategy focuses on comprehension monitoring I will assess students by observing them using the facets of the process (prediction, visualization, analogy and comparison, verbalization, and fix-up). Assessment of students during the Think-Aloud will be based primarily upon participation and assesses the ability of students to make connections between texts, prior knowledge, and personal experiences.

**CONNECTION TO LAST LESSON**

- *10 Black Dots* lesson has students create an original text, the skills used to complete the text, printing, spelling, grammar to name a few, are the fundamentals in some respects and therefore this lesson is a continuation of the teaching of those fundamentals.
- Lesson extends from English Language Arts into Math – have students create and/or complete a Connect-the-Dots activity, having them connect number dots in a logical and sequential order. The lesson could also extend into Math in that

Black Dots could be used for one-to-one correspondence or in word problems, etc.

### **FLEXIBLE GROUPINGS**

- Acquiring Strategy – Think-Aloud: **Whole Group** – Students are lead in a class discussion by the teacher.
- Applying Strategy – Creating Original Text: **Individual** – Students work individually to recreate a segment of the *10 Black Dots* text. Individual compositions will be combined to form a class book.

### **ACTIVATING STRATEGIES PREPARING FOR LEARNING**

- Read Donald Crews *Ten Black Dots* aloud to the students – Students will listen to and view the text to comprehend and respond critically to the text.
  - Prior to the reading of the story show the class the book: the jacket cover, the front and back cover, the inside pockets. Specifically at the title, author, illustrations, and inside information. Ask pre-reading questions and do a picture walk: Have you read this book/been read this book before? What do you think the book will be about? Etc.

### **ACQUIRING STRATEGIES: INTEGRATING AND PROCESSING LEARNING:**

Think-Aloud/Brainstorming: Class learning activity for Donald Crews *Ten Black Dots*. The Think-Aloud strategy is a form of brainstorming. Verbalize your thinking to model how to access **prior knowledge** and personal experiences and link these to the text you are reading and/or viewing, in this case *Ten Black Dots* by Donald Crews. Refer to personal knowledge and experiences related to the text.

- Children discuss, in the context of the whole class, to share ideas and their reasons why – Teacher leads the class in the discussion.
- Teacher elicits brainstorming responses and records (on chart paper so are verbalized and visualized for future reference) – What do we know about numbers and how numbers can be represented? Where does this previous knowledge come from? Based on this previous knowledge about numbers and our environment and surroundings what other things can numbers make? **Discuss how the dots are used on the page. Ask children to name other objects that may contain the given number of dots.**
  - Example: the story says “One dot can make a sun or a moon when day is done.” What else can one dot make? Two dots make? Etc.

### **APPLYING STRATEGIES: CONSOLIDATING LEARNING**

- Students recreate the 10 Black Dots story, each creating one page from the book, visually and textually representing a number, in a combined effort to make a class book.
- Teacher leads students in modeling of the completion of the 10 Black Dots story pages. Teacher selects a object from the brainstormed list of items that a certain number makes. He/she verbally models his/her idea for completing the sentence frame and then writes the sentence on the whiteboard. A number of sample sentences can be modeled.
- Students are prepared to respond independently as a result of their engagement in the exploratory talk of the Think-Aloud/Brainstorming.

### **LEARNING RESOURCES**

- Donald Crews *10 Black Dots*
- Kindergarten to Grade 4 Foundation for Implementation Curriculum