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EDLL 3200-01
March 20, 2020

Picture Book Reflections

Book Assignment Marking: Choice 1 - Book Publication 20% and Reflections & Lesson Plans 20%

General Overview

This book tells the story of a child's curiosity that is born from frequent visits to watch the moon. The child notices that each time they visit the moon it looks a little different. That leads the child to become curious about other places around the world; the other children and animals of the land, sea, and sky. The child wonders if they see the same thing when they look up at the moon at night.

Rationale for Picture Book

This picture book was written in the hopes that young children in primary grades will begin to wonder and imagine. The hope for these young students is that they might begin to consider the world beyond their local community and begin to be inspired by the connection they have with the wider world when they look at the night sky. Through students wondering and imagining topics for writing, inquiry, and learning will come up and may guide a teacher's teaching. This picture book will also hopefully inspire students in intermediate grades. No one is ever too old for a picture book! The hope for older students is that they will begin to wonder and imagine and then enter into deeper learning through inquiry models which will then possibly lead to a students writing about what they have learned. This book has been written to include a few cross-curricular areas. There is a depth of learning that can take place around the moon and even more around what we find within the solar system. Students are also given the opportunity to reflect and learn more about the areas and people of our world. Nearly every page allows for deeper learning and inquiry into the continents and the people and places of each continent. For all readers we hope to inspire wonder and curiosity and to encourage all to be people who "look at the moon" and share that excitement with those around them.

Indigenous Connections / First Peoples Principles of Learning

The wonder of the moon can be expanded into First Peoples perspectives regarding aurora borealis and other celestial phenomena, which is directly connected to the grade six science curriculum. The content of the book also invites students to consider the Indigenous Peoples around the world in the exploration of a few of the continents which teachers could expand into a much deeper time of inquiry and learning together as a class. Some of the traditions of some Indigenous Peoples are included within the book including: drumming, dancing, singing, and Powwows.

Brainstorming - Reflection

Reflect on this process, what did you learn from it?

As we engaged in conversation and brainstormed together the more ideas came up. Those ideas grew and expanded until we had so many ideas that multiple books could be written from our brainstorming. The expansion of ideas spanned across different curriculum concepts, everything from science to personal development.

How did you come up with the idea for your book?

We talked it out and created a web map as our ideas continued to expand and grow. We asked questions connected to the topic we settled on (the moon) and those questions led us to including the different phases of the moon and using “I wonders” from the point of view of a curious child in hopes to inspire the reader's own “I wonders” and inquiry coming out of the book.

What process, both mental and physical, did you use?

Both mental and physical processes were used. Primarily we engaged in discussion which expanded into physically making a list and drawing a web map. One of the ideas for a children's book came to a team member while on an evening hike!

How can you make this step teachable in your chosen grade level?

This step can be made teachable by being dedicated to including brainstorming in the writing process at the beginning of all projects and assignments across all curriculum areas. This process will both allow teachers to see what the students already know, and what they might wonder about. This process will also encourage students to be creative and think about ideas that come up beyond the first thoughts, ideas, and wonders that come to mind for them.

How does it tie to curriculum?

Beyond the English Language Arts curriculum this process in writing ties into a number of the Core Competencies including: Communicating and Collaborating as well as Creative Thinking and Critical & Reflective Thinking.

Drafting - Reflection

Reflect on this process, what did you learn from it?

This phase allowed us to slot our brainstorming ideas into a starting place. The ideas came together from point form to mapping out the flow of the story. Here we came up with picture ideas that matched out written ideas.

What writing process did you use to draft your book?

We wrote down connections to each continent and then attached a phase of the moon to each continent. There was one phase left over so we tied that to the last page. Here we connected the written word to the pictures in a raw sense.

How can you make this step teachable in your chosen grade level?

This step can be taught throughout various grade levels and cross curricular. It is really connecting the dots of your brainstorming with possible visual ideas, and constructed sentences. It can also be used to connect ideas to essay writing, projects, and art.

How does it tie to curriculum?

Drafting connects to the core competency critical and creative thinking, with a close connection to designing and developing. In this stage the students are thinking critically to develop their ideas, while ensuring their ideas meet outlined criteria.

Editing - Reflection

Reflect on this process, what did you learn from it?

It was helpful in this phase to review our work a day or two after the initial drafting stage. Here we were able to have stepped away from our work, coming back to review with fresh eyes. We also read through it together, out loud, and both caught errors we did not see before.

What writing process did you use to edit your book?

We were intentional about making sure we read what each other had written and listened carefully when each other was reading text out loud. At times it is easier to catch the pieces that need to be edited when you hear someone else read what you have written!

How can you make this step teachable in your chosen grade level?

Teaching students to review and edit their work is an important step in any work they do. A good editing strategy to use in the classroom would be to have partners read over each other's work. Also encouraging students to use a dictionary or thesaurus if they are unsure of word use or spelling.

How does it tie to curriculum?

This stage can also be connected to the critical and creative thinking core competency of the BC Curriculum. Here students reflect on their work and assess where changes need to be made.

Proofreading - Reflection

Reflect on this process, what did you learn from it?

During the proofreading process of our writing we learned about the importance of taking a bit of time away from the written work in order to catch grammatical and spelling errors.

What writing process did you use to proofread your book?

We read the content of our book out loud as a way of catching the areas that did not flow well and areas where different word choice might be considered. At times, we used research to double check our understanding of our word and grammar choices. We used technology to support our proofreading steps both for spelling and grammar.

How can you make this step teachable in your chosen grade level?

This step is very relevant to teaching in all grade levels. Teaching students to proofread independently and with a partner are skills that can be taught at a young age and will be lifelong skills for all learners. Directly teaching the different steps involved in proofreading is important

for teachers to cover and connect back to frequently. Visual display can be helpful for the students to proofread independently. For example, word walls, grammar and punctuation rules displayed in a space that are easy to access and readily available.

How does it tie to curriculum?

Proofreading directly connects to English Language Arts in all grade levels. It also connects to the Core Competencies of Communication and Collaborating as being aware of what you are sharing with others is an important step in communication and the working as a team can help and support the proofreading process.

Publishing - Reflection

Reflect on this process, what did you learn from it?

This was an exciting step in our making of a picture book! We learned that the content that made it to the publishing stage sometimes still needed to be adapted when the text was placed on the page of the book with illustrations.

What process did you use to publish your book?

We scanned the watercolour pages onto the computer, cropped the images to be the correct size and then after reading the text, as it was, on the Word document, we inserted the text onto the page. Each page was saved and then placed in the correct order on PowerPoint. This was then saved as a PDF and we read the book out loud from beginning to end!

How can you make this step teachable in your chosen grade level?

This is an exciting step to teach! Equipping students at a young age to prepare their work to be read out loud or to be included into a classroom book or posted on a bulletin board will help students connect to the publishing aspect of the work we do. Beginning to work from a place where we anticipate others reading our created materials is an important lifelong skill that can be taught and learned through all curriculum areas and at all grade levels. Connected to this, we can teach and model how to appreciate the work that others do and at times work together to produce something to share with others.

How does it tie to curriculum?

This step ties into English Language Arts, Applied Design Skills, and Technologies, and Arts Education depending on the method being used for publication. It also ties into The Communication, Thinking and Personal and Social Core Competencies through the steps of communicating, collaborating, creative thinking and personal awareness and responsibility. So many connections to make here as students enter into varied forms of publishing!

Simplified Lesson Plans - Picture Book

Simplified Lesson Plan #1

Title of Lesson or Unit: Biomes - Animals in Antarctica; “What do I wonder?”

Name: Anika Jungheim

Grade: 4

Subject: Science

Big Idea(s):

- All living things sense and respond to their environment.

Curricular Competencies:

- CC1 - Demonstrate curiosity about the natural world.
- CC3 - Identify questions about familiar objects and events that can be investigated scientifically.

Content:

- C2 -Biomes

Materials:

- “I wonder” brainstorming worksheets
- Chromebooks
- Book: “I Wonder” by Melissa Green and Anika Jungheim

Teacher Preparation:

- Ensure technology is in working order
- Cue youtube video and website
- Book chromebook cart
- Print off brainstorming worksheets

Resources & References:

- <https://www.youtube.com/watch?v=t3StWheKtq8> Antarctica for Kids: Cool facts about Antarctica for Children.
- <https://animalsandbiomes.weebly.com/antarctic.html> “Animals and Biomes”.

Lesson:

Hook: Watch youtube video to introduced students to Antarctica

Body: <https://animalsandbiomes.weebly.com/antarctic.html>

- Ask each student to sign into their chromebook and then get into the above website.
- Briefly explore the Antarctica animal and biome page with the students.
- Ask the students to take 15 minutes to explore the website, and then ask them to come up with “I wonder” statements that correlate to an animal type (mammal, birds, fish, curstancens, marine invertebrates) - one “i wonder” for each type.
- Students write their “I wonder” statements on the brainstorming sheet provided. - 15 minutes

Closure: - 15 minutes

- Think-pair-share - students pair up with another student (random groupings - teacher pull popsicle sticks).
- They then share their thinking with each other.
- Read the book “I Wonder” by Melissa Green and Anika Jungheim

Assessment:

- Formative *for* learning - teacher collects brainstorming sheets to ensure students have followed directions and are prepared for the next step.
- Formative *as* learning - think/pair/share. Students check in with each other to assess their learning.

Modifications/Adaptations:

- Students brainstorm on the chromebooks instead of writing on the worksheets
- Students can create less than five “i wonder” statements

Extensions:

- Students create a research project for their choice, based on their initial “I wonder” statements.

Simplified Lesson Plan #2

Title of Lesson or Unit: Phases of the moon

Name: Anika Jungheim

Grade: 6

Subject: Science

Big Idea(s): select one or two of the Big Ideas from the curriculum.

- The solar system is part of the Milky Way, which is one of billions of galaxies.

Curricular Competencies:

- CC1 - Demonstrate a sustained curiosity about a scientific topic or problem of personal interest.
- CC13 - Identify patterns and connections in data.
- CC26 - Communicate ideas, explanations, and processes in a variety of ways.

Content:

- C8 - The position, motion, and components of our solar system
 - The moon
 - Phases of the moon

Materials:

- 8 oreo cookies per pair of students) plus an extra cookie per student to eat after)
- Plastic knives
- Paper plates; enough for each student pair
- Post-it notes
- Book - "I wonder" by Melissa Green and Anika Jungheim

Teacher Preparation:

- Photocopy KWL charts
- Ensure technology is in working order
- Ensure all supplies are gathered

Resources & References:

- Lesson adapted from:
<https://educators.brainpop.com/lesson-plan/phases-of-the-moon-lesson-plan-position-of-the-planets/>

- Moon Phases, Crash Course <https://www.youtube.com/watch?v=AQ5vty8f9Xc>

Lesson:

Hook:

- Have students fill out a KWL chart - What is the moon?

Body: Play the Youtube video - "Moon Phases; Crash Course"

<https://www.youtube.com/watch?v=AQ5vty8f9Xc>

- Give students a small stack of post-it notes in their group tables. As they watch the video, ask them to write down things they learn or wonder as they watch the clip.
- After the video clip, ask the students to share their learning as a class.
- Explain the activity to the students; they will be using the oreo cookie to represent the different phases of the moon. After removing the top of the cookie, the students will use the knife to slice away a piece of the cream, leaving the remaining cream to represent each different phase of the moon. The cream shows the part of the moon that is receiving light. Display each cookie (each phase) in a circle order around the edge of the paper plate.

Closure:

- Once students have completed the activity they fill out the final portion (L column) of their KWL chart.
- Read the book - "I wonder" by Melissa Green and Anika Jungheim

Assessment:

- Formative *for* learning; observation, conversations, class discussion, KWL charts.

Modifications/Adaptations:

- CEA support
- Phases of the moon poster for students to refer to

Extensions:

- Students can keep a nightly journal in which they record the different phases of the moon they observe, and add a picture.

Simplified Lesson Plan #3

Title of Lesson: Postcards to Children Around the World!

Name: Melissa Green

Subject: English Language Arts & Social Studies

Grade: 2

Big Idea(s): select one or two of the Big Ideas from the curriculum.

Social Studies: Canada is made up of many diverse regions and communities.

English Language Arts: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Curricular Competencies:

SS CC1: Use Social Studies inquiry processes and skills to ask questions

ELA CC2.3: Create and Communicate: Plan and create a variety of communication forms for different purposes and audiences

Content:

SS C1: Diverse characteristics of communities and cultures in Canada and around the world

ELA C3: Language features, structures, and conventions

Materials:

- Book: "I Wonder" by Anika Jungheim and Melissa Green
- World map with continents and countries labeled
- Postcard templates
- Binding materials for putting the completed postcards into a book

Teacher Preparation:

- Print off postcard templates, cut out if required

Resources & References:

- Postcard Template: http://www.primaryresources.co.uk/english/pdfs/postcard_template.pdf

Lesson

Hook:

- Read the book: "I Wonder" by Anika Jungheim and Melissa Green
- Invite students to share an "I Wonder" they have about children who live in another place around the world with the person sitting next to them.

Body:

- Invite students to choose a country from the World Map and write a postcard to a child who lives there.
- Students will be provided with a postcard template and offered to use the beginning of: "Dear child who lives in _____"
- Facilitate a brainstorm about the describing words that students might use in our postcards
- Encourage students to include any "I Wonders" they might have and would like to ask the child they are writing to
- Students will complete the postcard with an image on the "picture side" of the postcard template
- Students will hand in their completed postcards which will be turned into a classroom book as students finish.

Closure:

- Read the completed classroom book of postcards.

Assessment:

Formative as learning

What: Partner share

How: Students will share their "I wonder" with the person next to them and learn about what each other wonders about.

Formative of learning

What: Completed postcard with use of the writing aspects taught and previously known with a connection to a different place in our world.

How: Teacher will review completed postcard.

Modifications/Adaptations:

- Students who struggle with writing may choose to draw a picture and then have the Teacher or CEA write for them. Alternatively these students may use the "speech to text" software on the computer, their text can be printed off and pasted on the postcard.
- Students who have worries or anxieties about drawing may choose to use the supplies at the Art Centre in the classroom to create a collage on their postcard.

Extensions:

- Students “I wonders” connected to the location around the world they have chosen can be extended into a Social Studies Inquiry project.
- This lesson could be made unique to one part of the world that the class is focused on writing out.
- This lesson could be transferred to a focus about the traditions, teachings, history and day-to-day life of our local Indigenous Peoples.
- This writing exercise can be extended into a multiple postcard writing exercise or a letter writing exercise.

Simplified Lesson #4

Title of Lesson: ABC “I Wonders” about Canada’s Aboriginal Peoples and Residential Schools

Name: Melissa Green

Subject: Social Studies & English Language Arts

Grade: 4

Big Idea(s): select one or two of the Big Ideas from the curriculum.

Social Studies: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.

English Language Arts: Using language in creative and playful ways helps us understand how language works.

Curricular Competencies:

SS1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

ELA2.4: Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation.

Content:

SS5: The impact of colonization on First Peoples societies in British Columbia and Canada.

ELA: Language features, structures, and conventions: sentence structure and grammar

Materials:

- Book: “A is for Assimilation” by Len Fortune
- Book: “I Wonder” by Anika Jungheim and Melissa Green
- Alphabet resource sheet
- Alphabet popsicle sticks

- ABC book pages
- Binding materials to put the class book together

Teacher Preparation:

- Type up the list of words for each letter of the alphabet from the book “A is for Assimilation”
- Print blank pages of the ABC Book resource (hard/original copy already in teacher files)
- Popsicle sticks, one letter of the alphabet on each popsicle stick

Resources & References:

- Book: “A is for Assimilation” by Len Fortune (multiple copies in the classroom)
- Book: “I Wonder” by Anika Jungheim and Melissa Green

Lesson

Hook:

- Read the book “I Wonder” by Anika Jungheim and Melissa Green.
- Have students pull a popsicle stick from the jar, the letter on the popsicle stick is the letter page they will complete for the classroom book

Body:

- Show students the book “A is for Assimilation” by Len Fortune, provide copies as a resource throughout the class, and explain to the students the classroom “ABC I Wonder” book that they will be making together.
- Have students choose a word that begins with the letter of the alphabet they pulled that is connected to Aboriginal Peoples and/or the Residential School experience. A resource sheet will be provided, students may choose a different word of their choosing that connects to the criteria and begins with their letter.
- Students are to write an “I Wonder” connected to the word they have chosen.
 - Example: F is for Feather. I wonder what the significance of the feather is for Aboriginal Peoples?
- Students can choose a page for their letter that has a space to draw a picture alongside lines for their sentence or may choose a page that has only lines for their sentence.
- Remind students to use the grammar and writing skills that have been taught in the class to date and to use the posters and information around the classroom as support should they require it.
- Students hand in their completed page and the teacher binds all pages into a book.

Closure:

- Teacher reads the “ABC I Wonders about Canada’s Aboriginal Peoples and Residential Schools” classroom book.

Assessment:

Formative *for* learning

What: Students will complete their page of the “I Wonder” book.

How: Teacher will review all the pages which will inform the teacher about what the students wonder about and therefore how to proceed with the learning in the classroom around Indigenous Peoples and the Residential School experience. AND

How: Teacher will be able to review the grammar, spelling and sentence structure to inform future teaching

Modifications/Adaptations:

- Students who complete their page quickly can choose a letter that was not chosen by another student and complete a second page.
- Students who struggle with writing may choose to draw a picture and then have the Teacher or CEA write for them. Alternatively these students may use the “speech to text” software on the computer, their text can be printed off and pasted on the postcard.
- Provide age appropriate resources/books for students to look through to assist with the development of their “I Wonder”.

Extensions:

- Extend into a larger lesson on aspects of the English Language Arts writing content and competencies.
- Instead of an “I wonder” project this could be a summative ABC book on the same topic at the end of a unit.