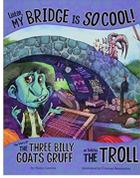


Literacy & SEL Lesson for Bridges Gr. 4-6

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Listen, My Bridge is So Cool! By Nancy Loewen

Literacy Lesson with an SEL focus
Grades 4-6 (easily used with lower and higher grades)

prepared January 2022 by
Anita Yorke,
Literacy Support Teacher

Day 1: 60-70 minutes

Day 2: 40-60 minutes

**could also be done in one day with a break

PREAMBLE:

This is a literacy and SEL lesson sequence connected to the Spaghetti Bridge Building ADST package. It is *not* a lesson about bridges. The only bridge connection is the troll's home. This lesson sequence can be used before, during, or after a bridge building unit.

This lesson sequence is prepared following the SMARTLearning© Thinking Log framework. Using this framework helps students think more deeply, which leads to powerful writing. It is an inclusive way of teaching. Students of all skill levels in a class can (and do) participate. *It is very scripted, so that teachers unfamiliar with SMARTLearning© will be able to follow the framework.*

For more information on SMARTLearning©, go to <https://www.smartlearning.ca>. Within SD60, contact Anita Yorke at ayorke@prn.bc.ca, Crystal Dutchak at cdutchak@prn.bc.ca or Kim Fraser at kfraser@prn.bc.ca.

GUIDING QUESTIONS

Share the guiding questions with the class. Displaying them will allow students to refer to them as needed.

1. How do you define bravery?
2. How does the author show, not tell, the personality of the troll?
3. What emotions would these characters have?

Literacy & SEL Lesson for Bridges Gr. 4-6



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CURRICULUM CONNECTIONS from <https://curriculum.gov.bc.ca>

UNDERSTAND (Big Ideas)

1. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (Grades 4-9, English Language Arts-ELA)
2. Texts can be understood from different perspectives. (Grades 4-5, ELA)
3. Exploring and sharing multiple perspectives extends our thinking. (Grades 6-7, ELA)

DO (Curricular Competencies)

1. Consider different purposes, audiences, and perspectives in exploring texts (Grades 4-5, ELA)
2. Respond to text in personal and creative ways (Grades 4-5, ELA)
3. Exchange ideas and viewpoints to build shared understanding and extend thinking (Grades 6-9, ELA)
4. Transform ideas and information to create original texts (Grades 4-9, ELA)
5. Respond to text in personal, creative, and critical ways (Grades 6-9, ELA)

KNOW (Curricular Content)

1. Literary devices (Grades 4-9, ELA)
2. Perspective/point of view (Grade 5, ELA)

Literacy & SEL Lesson for Bridges Gr. 4-6

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CORE COMPETENCIES: **Communication**

Communicating: Connecting and Engaging with others

1. Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.
 - a. Profile 3: I communicate purposefully, using forms and strategies I have practiced.
 - b. Profile 4: I communicate clearly and purposefully, using a variety of forms appropriately.

Collaborating: Working Collectively

1. Students combine their efforts with those of others to effectively accomplish learning and tasks.
 - a. Profile 2: In familiar situations, I cooperate with others for specific purposes.

CORE COMPETENCIES: **Thinking**

Critical Thinking and Reflective Thinking: Reflecting and Assessing

1. Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.

****The 'Reflecting on Learning' box at the end of the learning sequence could be used as an artifact representing this aspect of the Core Competencies.**

Literacy & SEL Lesson for Bridges Gr. 4-6



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Before starting the lesson sequence:

*****Check with your students. How many know the story of The Three Billy Goats Gruff? If any students do not know the story, read the original one to the class a day or two prior to doing this lesson sequence.**

If your class has not yet been taught the phrase 'show, not tell' in writing, you will need to explain what it means. A mini-lesson with time to practice would be helpful.

Example:

Tell: The snow was deep.

Show: When Dad opened the door, the snow came up to his nose.

Students will need to work with a partner during the lesson. Arrange partners prior to starting. Partners should be sitting beside each other as they will have several conversations. Identify the partners as Partner A or Partner B (ie: the ones closest to the door/window/left side are Partner A. Everyone else is Partner B. It is helpful if they write which partner they are, as well as their partner's name, on the bottom of their papers.)

Materials	Resources
<p>1. Book: <u>Listen, My Bridge is So Cool!</u> By Nancy Loewen A copy of the book has been ordered for each SD60 elementary school library.</p> <p>2. 1 copy of the SMART Learning Thinking Log per student https://www.smartlearning.ca/pdfs/events/oct-23-2020/very-smart-brain/Thinking%20Log%20-%20open%20with%20goal-setting%20before%20reading.pdf ***Add the end task and the goal before making copies for students.</p> <p>3. Visuals of the prediction frames (<i>in purple text in the lesson description</i>) and the speaking/reporting out frames. -can be a poster/chart, written on a board, or projected by tech</p>	<p>Online versions:</p> <p>https://www.youtube.com/watch?v=i73zFfv5RUA *Better speed for students to write while listening.</p> <p>https://www.youtube.com/watch?v=Byl7pdx-RXQ *Have to stop the video slightly before the last words on the page at the end of each chunk. The pages turn before the last words are said.</p> <p>My Capstone Library https://www.mycapstonelibrary.com has a great version where you control the page turning. However, you may need a paid account to use this site. Direct link to book: https://www.mycapstonelibrary.com/reader/?isbn=9781515822974&archive_code=oss_bridge_s18#folder_rewrite</p>

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KEY:

Text in black is the Thinking Log.

Text in blue is information for presenting the lesson.

Text in green italics is possible wording of what to say to students.

Text in orange is what to add to the Thinking Log before photocopying student copies.

Text in purple is sample sentence frames to display during the lesson sequence.



Thinking Log

Name: _____ Date: _____

Task: As the Big Billy Goat, write a journal telling about the day you crossed the bridge. Your journal entry will include some details that match the troll's version of events from the story we read today. Some of your details should be different from the troll's. Remember to 'show, not tell' your feelings and actions as the Big Billy Goat.

Before reading... connecting to the text

Activating prior knowledge... *What do you know?* **Making Connections:** *to your life, other texts, the world...*

1. Give students a copy of the Thinking Log.
2. Review what students already know about the tale of The Three Billy Goats Gruff.
 - a. Have one or several students retell the story.
3. Ask students: *What is bravery? Think of a time you were brave, or saw or read about someone being brave. Write and/or sketch your thinking about what bravery is in the 'Activating prior knowledge' box (the first box on the Thinking Log).*
4. Allow 2-5 minutes for filling in their thinking. Longer if many students are still working.
5. *Tell your partner what you think bravery is. Notice what is similar and/or different in your thinking.*
 - a. Reinforce that both partners need to share their thinking.
 - b. Allow 2-4 minutes for discussion before refocusing the class.
6. Ask for volunteers to share what was similar or different in their and their partner's thinking. Have as many volunteers stand and share as time permits. (Try to have at least 4.) Try to limit your comments to asking questions to clarify what was shared or saying

Literacy & SEL Lesson for Bridges Gr. 4-6



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"thank you" to the speaker.

Prediction/hypothesis... *What important ideas do you think will unfold, and why?*

1. *I am going to give you some clues and information before we read the story. You will use the clues to develop predictions and/or questions about what we will read today. There is a box for predictions and a box for questions on your Thinking Log. Remember to explain why you made each prediction or have each question.*

2. Refer students to the displayed sentence frames:

a. *Using these examples may make it easier to start writing. Some examples of how to write your predictions and questions are:*

i. *I think _____ will happen because _____.*

ii. *I wonder _____ because _____.*

3. Tell the class the title of the story. Cover any text with a sticky note, and show the images on:

- a. page 5 (cover up page 4),
- b. then page 12 (cover up page 13),
- c. followed by pages 18-19.

Sharing the title and images is to give students some information to base their predictions on. (1-2 minutes)

4. *Based on the title you heard and the images you saw, what do you predict this story will be about? What questions do you now have about the story? What do you wonder about the story? Write your thinking in the Predictions and the Questions/Wonders boxes on your sheet. Remember to justify your thinking. What clues/information/experiences led you to these predictions and questions? (3-4 minutes, more if most are still writing)*

5. *Share your thinking with your partner. Both partners need to talk about their predictions and questions. Pay attention to what was similar and what was different in your thinking. One partner will be sharing your thoughts with the whole class. Do not reveal which partner will be speaking yet.*

6. Allow 2-4 minutes for partner discussion.

7. *Partner A, you will be sharing one similarity or one difference to the whole class. Share your information using one of these formats: Refer to and read out the displayed speaking frames.*

a. *Both my partner, _____, and I thought _____. We thought this because _____.*

b. *My partner, _____, and I thought differently about _____ because _____.*

8. *You will have a moment to rehearse what you are going to say to the class right now with your partner. Allow about 20-40 seconds for rehearsal.*

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9. *Partner A's, please stand up. When I call your name, share what you and your partner rehearsed. Have as many Partner A's as time permits share their partner's thinking. At least half, preferably all, partner A's should share. Try to limit teacher comments to asking clarifying questions or saying "thank you" to the speaker.*

Questions... *What are you wondering...? Why?*

This section is to be filled in at the same time as students are writing predictions. See the predictions section above for information.

S-t-r-e-t-c-h goal: *What is your goal? Why is this a good goal for you?*

I plan to focus on:



1. *Look at the goal section. I have set the goal for everyone today. The icons in the top row help you think in images, and the icons in the bottom row help you think in words. Combining both types of thinking is important.*
2. *Circle the 'feelings' box in the top row. It is the first icon. Focusing on how characters feel in the story helps you better understand their actions and reactions.*
3. *Next, circle the 'problems, issues, actions' box in the bottom row. It is the sixth icon. Paying attention to the problems, issues, and actions in the story will help you focus on the important events; what caused them and what happened because of them.*

You could add the S-t-r-e-t-c-h goal to the Thinking Log before photocopying it for students, or you could have students write it in themselves. The amount of time you have and student age will determine the best option for your class. Have students underline or highlight the key words of the goal as you read it if it is photocopied for them.

GOAL:

4. *My S-t-r-e-t-c-h goal is to notice the characters' feelings, along with the problems, issues and actions in the story. I will notice how the author crafts her words to help me 'see' information.*

During reading... processing information: *thinking with the text & gathering what's important to remember*

Chunk 1 Beginning of the book to the end of **page 9**. Putting sticky notes at the stop sites is very helpful.

1. *I will be reading the story in three chunks, or parts. While you listen, in the Chunk 1 box (Have students put their finger on the correct box), you will write or sketch connections you make, images that come into your mind, and words or phrases the author uses to show, not tell, the troll's character. All your work will be in the Chunk 1 box. You may need to*

Literacy & SEL Lesson for Bridges Gr. 4-6



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remind students of the difference between 'showing' and 'telling' in writing if it is not a phrase commonly used.

2. *I will read the first section of the story twice. I will not be sharing the illustrations on the first read, but I will when I read it the second time.*
3. Read the story, with short pauses at the end of pages, up to and including **page 9**. Pause and remind students what they should be doing.
4. Give 30-90 seconds, or more if needed, after the first read for students to add their thinking to the box.
5. *While I reread chunk 1, you will think of more information to add to the Chunk 1 box. Remember to write or sketch connections you make, images that come into your mind, and words or phrases the author uses to show, not tell, the troll's character.*
6. Reread chunk 1, sharing the illustrations.
7. Allow 30-60 seconds (more if needed) when you stop for students to finish.
8. *Share your thinking for chunk 1 with your partner. Both partners need to explain what they wrote and sketched in their Chunk 1 box. The listening partner should be asking questions to help them understand. Pay attention to what was similar and what was different in your thinking. One partner will be sharing your thoughts with the whole class. Do not reveal which partner will be speaking yet.*
9. Allow 2-4 minutes for partner discussion.
10. *Partner B, (the other partner) you will be sharing one similarity or one difference to the whole class. Share your information using one of these formats: Refer to and read out the displayed speaking frames.*
 - a. *Both my partner, _____, and I thought _____. We thought this because _____.*
 - b. *My partner, _____, and I thought differently about _____ because _____.*
11. *You will have a moment to rehearse what you are going to say to the class right now with your partner. Allow about 20-40 seconds for rehearsal.*
12. *Partner B's, please stand up. When I call your name, share what you and your partner rehearsed. Have as many Partner B's as time permits share, at least half, preferably all. Try to limit teacher comments to asking clarifying questions or saying "thank you" to the speaker.*

If this lesson sequence is spread over two days, this is a good place to stop.

Before stopping, have students think through the Reflecting on Learning section at the end of the Learning Log.

Chunk 2 **Page 10 to the end of page 17.** Putting sticky notes at the stop sites is very helpful.

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The directions for Chunk 2 are **almost** identical to Chunk 1.

1. *While listening to me read chunk 2, write or sketch images that come into your mind, as well as words or phrases the author uses to show, not tell, the troll's character. **In chunk 2, also record all the emotions that all the characters may be feeling.** All your work will be in the Chunk 2 box. You may need to remind students of the difference between 'showing' and 'telling' in writing if it is not a phrase commonly used.*
2. *I will read this section of the story twice. I will not be sharing the illustrations on the first read, but I will when I read it the second time.*
3. Read the story, with short pauses at the end of pages, from page 10 to the end of **page 17**. Pause and remind students what they should be doing.
4. Give 30-90 seconds, or more if needed, after the first read for students to add their thinking to the box.
5. *While I reread chunk 2, think of more information to add to the Chunk 2 box. Remember to write or sketch images that come into your mind, words or phrases the author uses to show, not tell, the troll's character, and emotions from all the characters.*
6. Reread chunk 2, sharing the illustrations.
7. Allow 30-60 seconds (more if needed) when you stop for students to finish.
8. *Share your thinking for chunk 2 with your partner. Both partners need to explain what they wrote and sketched in their Chunk 2 box. The listening partner should be asking questions to help them understand. Pay attention to what was similar and what was different in your thinking. One partner will be sharing your thoughts with the whole class. Do not reveal which partner will be speaking yet.*
9. Allow 2-4 minutes for partner discussion.
10. *Partner A, (the first partner) you will be sharing one similarity to the whole class. Share your information using one of these formats: Refer to and read out the displayed speaking frame.*
 - a. *Both my partner, _____, and I thought _____. We thought this because _____.*
11. *You will have a moment to rehearse what you are going to say to the class right now with your partner. Allow about 20-40 seconds for rehearsal.*
12. *Partner A's, please stand up. When I call your name, share what you and your partner rehearsed. Have as many Partner A's as time permits share, at least half, preferably all. Try to limit your comments to asking clarifying questions or saying "thank you" to the speaker.*

Chunk 3 **Page 18 to the end of the book.**

The directions for Chunk 3 are **almost** identical to Chunk 2.

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1. *While listening to me read chunk 3, write or sketch images that **show all the emotions the troll and the Big Billy Goat are feeling**. All your work will be in the Chunk 3 box.*
2. *Like the first two chunks, I will read this section of the story twice. I will not be sharing the illustrations on the first read, but I will when I read it the second time.*
3. Read the story, with short pauses at the end of pages, from page 18 to the end.
4. Give 30-90 seconds, or more if needed, after the first read for students to add their thinking to the box.
5. *While I reread chunk 3, think of more information or details to add to the Chunk 3 box. Remember to write or sketch the emotions of both the characters.*
6. Reread chunk 3, sharing the illustrations.
7. Allow 30-60 seconds (more if needed) when you stop for students to finish.
8. *Share your thinking for chunk 3 with your partner. Both partners need to explain what they wrote and sketched in their Chunk 3 box. The listening partner should be asking questions to help them understand. Pay attention to what was similar and what was different in your thinking. One partner will be sharing your thoughts with the whole class. Do not reveal which partner will be speaking yet.*
9. Allow 2-4 minutes for partner discussion.
10. *Partner B, (the second partner) you will be sharing one difference to the whole class. Share your information using one of these formats: Refer to and read out the displayed speaking frames.*
 - a. *My partner, _____, and I thought differently about _____ because _____.*
11. *You will have a moment to rehearse what you are going to say to the class right now with your partner. Allow about 20-40 seconds for rehearsal.*
12. *Partner B's, please stand up. When I call your name, share what you and your partner rehearsed. Have as many Partner B's as time permits share, at least half, preferably all. Try to limit your comments to asking clarifying questions or saying "thank you" to the speaker.*

Reflecting: on goals... criteria... the task

After reading... transforming understandings

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Reflecting on Learning

Put a ✓ on evidence you met your stretch goal. *Let students know they can (should) have more than one checkmark on their work.*

What strengths are you noticing in your work? _____

A ↔ B: What new ideas, connections, or questions came into your thinking?

Goal for next time: _____

©Susan Close Learning, 2019. SmartLearning Tool-kit: Thinking log, with goal just before reading.

Reflecting on Learning—for teachers

Reflecting on how this learning sequence went in your class is valuable.

Here are some possible topics to think about:

1. Student engagement and participation
 - a. Consider the engagement and participation of stronger as well as challenged learners
2. Behaviour and management during the sequence
3. Quality of writing for the end task
4. Possible improvements or changes
5. Quality and quantity of learning vs time required
 - a. Was it worth the time spent?
6. How could you use this SMARTLearning Thinking Log format for other lessons?

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If you have any comments or feedback on the lesson, please share them with Anita Yorke, Literacy Support Teachers, at ayorke@prn.bc.ca . Samples of student work would also be appreciated.