

# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: Journal Writing Number of Lessons: 8 Time (in weeks): 4  
Name: Tanya Blackall Subject(s): ELA Grade(s): 1

## Rationale

This unit is designed to develop foundational writing skills in Grade 1 students through consistent, structured journal writing. Students engage in short, focused writing sessions that emphasize independence, idea generation, and the connection between drawing and written expression.

By removing heavy scaffolding (i.e. sentence starters, guided discussion), students are encouraged to rely on their own thinking and apply phonetic spelling strategies. The gradual increase in sentence expectations supports the development of writing stamina, confidence, and fluency over time.

The use of familiar and imaginative topics (i.e. spring experiences, zoo, beach, space) allows students to draw on personal knowledge and creativity, making writing meaningful and engaging.

## Overview:

This unit consists of eight short, focused lessons centered on spring-themed and imaginative topics. Each lesson follows a consistent and efficient structure, beginning with a brief teacher demonstration and followed by independent drawing and writing time. The purpose of the demonstration is to provide students with a simple model for generating ideas, without over-scaffolding or limiting their independence.

Students are expected to draw a detailed picture related to the given topic using at least three colours and then write a set number of sentences that gradually increases throughout the unit. They are responsible for applying basic writing conventions, including capital letters, spacing, and periods. Spelling is approached phonetically, with students encouraged to sound out words independently rather than rely on teacher or CEA assistance.

The unit emphasizes independence, writing stamina, and idea generation. By removing structured supports such as sentence starters and peer discussion, students are encouraged to think critically and take ownership of their writing. The gradual increase in sentence expectations supports the development of confidence and fluency, while the consistent routine allows students to focus on improving their writing skills over time.

Overall, this unit provides students with regular opportunities to express their ideas through both drawing and writing, strengthening the connection between visual representation and written communication in a developmentally appropriate and engaging way.

## CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p><b>Communicating</b> <i>Focusing on intent and purpose</i></p> <ul style="list-style-type: none"> <li>Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.</li> </ul>	<p><b>Creative Thinking</b> <i>Generating and incubating</i></p> <ul style="list-style-type: none"> <li>Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for incubation, and doing relaxing or automatic activities to quiet their conscious mind. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as students' cultural legacies.</li> </ul>	<p><b>Personal Awareness &amp; Responsibility</b> <i>Self-advocating</i></p> <ul style="list-style-type: none"> <li>Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.</li> </ul>

## BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: ELA 1	Subject Name: Science 1	Subject Name: Arts Education 1
<ul style="list-style-type: none"> <li>Stories and other texts can be shared through pictures and words.</li> <li>Language and story can be a source of creativity and joy.</li> </ul>	<ul style="list-style-type: none"> <li>Observable patterns and cycles occur in the local sky and landscape.</li> </ul>	<ul style="list-style-type: none"> <li>People connect to others and share ideas through the arts.</li> </ul>

## LEARNING STANDARDS

Curricular Competencies	Content
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>

### Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> <li>• Ability to write simple sentences (at least 1–2 sentences independently)</li> <li>• Understanding that a sentence:               <ul style="list-style-type: none"> <li>○ Starts with a capital letter</li> <li>○ Ends with a period</li> </ul> </li> <li>• Basic understanding of spacing between words</li> <li>• Willingness to attempt spelling by sounding out (invented spelling)</li> <li>• Ability to think of simple ideas independently based on a prompt</li> <li>• Ability to draw a recognizable picture that represents an idea</li> <li>• Basic use of colouring tools (i.e. crayons)</li> <li>• Understanding that drawings can support and match writing</li> <li>• Ability to work independently for short periods</li> <li>• Ability to follow simple, direct instructions</li> </ul>
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### Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up magnifier &amp; have a demo journal ready to go with a pencil</li> <li>• Set-up laptop</li> <li>• Turn on projector</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up laptop</li> <li>• Turn on projector</li> <li>• Set-up magnifier &amp; have a demo journal ready to go with a pencil</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up laptop</li> <li>• Turn on the projector</li> <li>• Set-up the magnifier</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up laptop</li> <li>• Turn on the projector</li> <li>• Set-up the magnifier</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up laptop</li> </ul>

	<ul style="list-style-type: none"> <li>• Turn on the projector</li> <li>• Set-up the magnifier</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up laptop</li> <li>• Turn on the projector</li> <li>• Set-up the magnifier</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up laptop</li> <li>• Turn on the projector</li> <li>• Set-up the magnifier</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• Gather student journals</li> <li>• Set-up laptop</li> <li>• Turn on the projector</li> <li>• Set-up the magnifier</li> </ul>

### Cross-Curricular Connections:

<p>Science:</p> <ul style="list-style-type: none"> <li>• Connections to seasonal changes (spring)</li> <li>• Extension into your existing astronaut/space unit</li> </ul> <p>Arts Education (Visual Arts):</p> <ul style="list-style-type: none"> <li>• Use of colour, detail, and representation in drawings</li> <li>• Connecting visual storytelling with written expression</li> </ul> <p>Physical Health Education (SEL)</p> <ul style="list-style-type: none"> <li>• Expressing personal experiences and preferences</li> <li>• Building confidence and independence in learning</li> </ul>
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### Aboriginal Connections/ First Peoples Principles of Learning:

<p><b>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place):</b> As students gain confidence in their writing and stamina, they will automatically begin to increase their self-esteem in a natural and productive way. By trying different things in their writing and exploring their ideas, students learn to add and change their ideas as they go along, leading them to gain experience and confidence in themselves.</p>
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### Universal Design for Learning (UDL)

<p>Multiple Means of Engagement</p> <ul style="list-style-type: none"> <li>• Topics are relatable, seasonal, and imaginative to maintain interest</li> <li>• Short lesson length supports attention and focus</li> <li>• Clear, consistent expectations reduce cognitive load</li> </ul> <p>Multiple Means of Representation</p> <ul style="list-style-type: none"> <li>• Teacher modeling provides a visual example of both drawing and writing</li> <li>• Visual supports (anchor charts, checklist) reinforce expectations</li> </ul> <p>Multiple Means of Expression</p> <ul style="list-style-type: none"> <li>• Student's express ideas through both drawing and writing</li> <li>• Phonetic spelling allows all students to participate without barriers</li> <li>• No reliance on correct spelling encourages risk-taking and output</li> </ul>
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### Differentiated Instructions (DI)

<ul style="list-style-type: none"> <li>• Reduced sentence expectation when necessary (Bowen &amp; Silas)</li> <li>• Teacher prompting for idea generation (i.e. "What else?" "Sound it out")</li> <li>• Visual reference to teacher model</li> </ul> <p>For Students Requiring Extension/challenge:</p>
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- Writing beyond the required number of sentences
- Adding more detail or complexity to sentences
- Enhancing illustrations with additional elements and labels (Lily, Liam, & Jameson)

## Overview of Lessons:

### Lesson 1

<b>Name &amp; Time (Minutes Allotted):</b>	<b>April 8 - Spring Sounds</b> – 20 minutes
<b>Learning Standards: Curricular Competencies</b>	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>
<b>Learning Standards: Content</b>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>• Write 3 simple sentences about a spring-related topic</li> <li>• Use basic sentence conventions (capital letters, spacing, periods)</li> <li>• Apply phonetic spelling by sounding out words independently</li> <li>• Create a detailed drawing that represents their ideas using at least 3 colours</li> <li>• Demonstrate the ability to generate ideas independently and begin writing with minimal support</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Write minimum 3 sentences</li> <li>• Use capital letters, spaces, and periods</li> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and writes a short example to provide idea inspiration without over-scaffolding.</li> <li>• The teacher briefly verbalizes their thinking process to show how to generate ideas (e.g., thinking about sounds heard in spring).</li> <li>• Students work independently for the majority of the lesson, building stamina and confidence.</li> <li>• A predictable structure allows students to focus on writing rather than instructions.</li> <li>• Teacher circulation &amp; prompting</li> <li>• Short timeframe to help with student disengagement</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Crayons</li> </ul>

	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Dry erase markers</li> <li>• Magnifier</li> <li>• Laptop</li> <li>• Projector</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>Hook (1 min)</b> Say: <ul style="list-style-type: none"> <li>• “Think about what you can hear in spring.”</li> <li>• “Hold those ideas in your head.”</li> </ul>
<b>Body:</b>	<b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. clouds, rain, bird). Model writing while thinking aloud briefly: <ul style="list-style-type: none"> <li>• “I’m thinking about what I hear in spring...”</li> </ul> Write: <ul style="list-style-type: none"> <li>• “I hear some birds.”</li> <li>• “I hear raindrops falling.”</li> <li>• “I love when it is springtime!”</li> </ul> As you write: <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <b>Directions (1 min)</b> Say: <ul style="list-style-type: none"> <li>• “Draw a picture about spring sounds and write 3 sentences with at least four words in each sentence.”</li> <li>• “Remember capitals, finger spaces, and periods.”</li> <li>• “I want at least 4 colours.”</li> </ul>
<b>Closure:</b>	<b>Independent Work Time (15 minutes)</b> Students: <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 3 sentences</li> </ul> Teacher: <ul style="list-style-type: none"> <li>• Circulates quietly</li> <li>• Prompts as needed examples: <ul style="list-style-type: none"> <li>○ “What else do you hear?”</li> <li>○ “You need one more sentence.”</li> <li>○ “Tell me more.”</li> </ul> </li> </ul>

## Lesson 2

<b>Name &amp; Time (Minutes Allotted):</b>	<b>April 9 - My Perfect Spring Day</b> – 20 minutes
<b>Learning Standards: Curricular Competencies</b>	Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> Create and communicate (writing, speaking, representing) <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>
<b>Learning Standards: Content</b>	Language features, structures, and conventions <ul style="list-style-type: none"> <li>• concepts of print</li> </ul>

	<ul style="list-style-type: none"> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>• Write 3 simple sentences about a personal or imagined experience</li> <li>• Use basic sentence conventions (capital letters, spacing, periods)</li> <li>• Apply phonetic spelling by sounding out words independently</li> <li>• Create a detailed drawing that represents their ideas using at least 4 colours</li> <li>• Generate and express ideas independently with minimal teacher support</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Write minimum 3 sentences</li> <li>• Use capital letters, spaces, and periods</li> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and short written example to spark ideas without over-directing.</li> <li>• The teacher briefly models how to think of a “perfect day” (activities + feelings).</li> <li>• Students work independently for the lesson.</li> <li>• Familiar structure allows students to transition quickly into writing.</li> <li>• Teacher circulation</li> <li>• The teacher provides short prompts to extend thinking (i.e. “What else would you do?”).</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Crayons (minimum 4 colours required)</li> <li>• Whiteboard</li> <li>• Dry erase markers</li> <li>• Laptop</li> <li>• Projector</li> <li>• Magnifier</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Hook (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• “Last time we thought about what you can hear in spring. Today, you’re going to think about what makes a perfect spring day for you. Think about things you can do, things you can explore, and things that you can see, hold, etc.”</li> <li>• “Hold those ideas in your head.”</li> </ul>
<b>Body:</b>	<p><b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. sun, trees, grass). Model writing while thinking aloud briefly:</p> <ul style="list-style-type: none"> <li>• “I’m thinking about my perfect spring day...”</li> </ul> <p>Write:</p>

	<ul style="list-style-type: none"> <li>• “I go outside into the sun.”</li> <li>• “I see birds hopping on the grass.”</li> <li>• “I put on my sunglasses and enjoy the day!”</li> </ul> <p>As you write:</p> <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <p><b>Directions (1 min)</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• “Draw a picture about your perfect spring day and write 3 sentences with at least four words in each sentence.”</li> <li>• “Remember capitals, finger spaces, and periods.”</li> <li>• “I want at least 4 colours.”</li> </ul>
<b>Closure:</b>	<p><b>Independent Work Time (15 minutes)</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 3 sentences</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• Circulates quietly</li> <li>• Prompts as needed examples: <ul style="list-style-type: none"> <li>○ “What else could you do?”</li> <li>○ “You need one more sentence.”</li> <li>○ “Tell me more.”</li> </ul> </li> </ul>

### Lesson 3

<b>Name &amp; Time (Minutes Allotted):</b>	<b>April 13 – A Day at the Park</b> – 20 minutes
<b>Learning Standards: Curricular Competencies</b>	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>
<b>Learning Standards: Content</b>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>• Write 4 sentences with a minimum of 5 words each relating to a familiar experience while going to a park</li> <li>• Use basic sentence conventions (capital letters, spacing, &amp; periods)</li> <li>• Apply phonetic spelling by sounding out words independently</li> <li>• Create a detailed drawing that represents their ideas using at least 4 colours</li> <li>• Expand their writing by adding additional details or actions</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Write minimum 4 sentences</li> <li>• Use capital letters, spaces, and periods</li> </ul>

	<ul style="list-style-type: none"> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and 4 sentence example to support idea generation.</li> <li>• The teacher briefly models thinking about actions at the park (what you do, who you're with).</li> <li>• Independent practice</li> <li>• Scaffolded challenge</li> <li>• Students are encouraged to move from 3 to 4 sentences</li> <li>• Teacher circulation</li> <li>• The teacher provides short prompts to extend writing where needed (i.e. "What else did you do?").</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Laptop</li> <li>• Projector</li> <li>• Magnifier</li> <li>• Crayons</li> <li>• Whiteboard</li> <li>• Dry erase markers</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Hook (1 min)</b> Say: "Last time we thought about what your idea of a perfect spring day is. Today, you're going to think about a day at the park. Think about things you can do, things you can explore, and things that you can see, hold, hear, etc."</p> <ul style="list-style-type: none"> <li>• "Hold those ideas in your head."</li> </ul>
<b>Body:</b>	<p><b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. swings, slide, pool). Model writing while thinking aloud briefly:</p> <ul style="list-style-type: none"> <li>• "I'm thinking about a day at the park..."</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>• "I go to the park with my kids."</li> <li>• "I hear birds chirping in the trees."</li> <li>• "I push my son on a swing."</li> <li>• "It is time for lunch now."</li> </ul> <p>As you write:</p> <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <p><b>Directions (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• "Draw a picture about a day at the park and write 4 sentences with at least five words in each sentence."</li> <li>• "Remember capitals, finger spaces, and periods."</li> <li>• "I want at least 4 colours in your picture please!"</li> </ul>

Closure:	<b>Independent Work Time (15 minutes)</b> Students: <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 4 sentences</li> </ul> Teacher: <ul style="list-style-type: none"> <li>• Circulates quietly</li> <li>• Prompts as needed examples:             <ul style="list-style-type: none"> <li>○ “What else could you do while at a park?”</li> <li>○ “You need two more sentences.”</li> <li>○ “Tell me more.”</li> </ul> </li> </ul>
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#### Lesson 4

Name & Time (Minutes Allotted):	<b>April 15 – A Trip to the Zoo</b> – 20 minutes
Learning Standards: Curricular Competencies	Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> Create and communicate (writing, speaking, representing) <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>
Learning Standards: Content	Language features, structures, and conventions <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>• Write 4 sentences about going to a zoo (domestic or exotic) adding specific details for each (i.e. animals, characteristics, etc.)</li> <li>• Use basic sentence conventions (capital letters, spacing, &amp; periods)</li> <li>• Apply phonetic spelling independently by sounding out words</li> <li>• Create a detailed drawing that represents their ideas using at least 4 colours</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Write minimum 4 sentences with a start on adding some details</li> <li>• Use capital letters, spaces, and periods</li> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and a 4-sentence example with details to provide idea inspiration</li> <li>• The teacher briefly models thinking about animals seen at the zoo and simple descriptive ideas</li> <li>• Independent practice</li> <li>• Scaffolded challenge</li> <li>• Teacher circulation</li> <li>• The teacher provides brief prompts to encourage adding details (i.e. naming animals &amp; describing them)</li> </ul>

<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Laptop</li> <li>• Projector</li> <li>• Magnifier</li> <li>• Crayons</li> <li>• Whiteboard</li> <li>• Dry erase markers</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Hook (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• “Last time we thought about what your idea of a day at the park is. Today, you’re going to think about a day at the zoo. The zoo can be one like what we have in Kamloops with resident animals like bears and coyotes, but it could also be a more exotic zoo like the one in Calgary where they have penguins and elephants. Think about things you can do, things you can explore, and things you can see.”</li> <li>• “Hold those ideas in your head.”</li> </ul>
<b>Body:</b>	<p><b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. tigers, elephants). Model writing while thinking aloud briefly:</p> <ul style="list-style-type: none"> <li>• “I’m thinking about a day at the zoo...”</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>• “I go to the zoo with my kids.”</li> <li>• “I see tigers walking around.”</li> <li>• “We take a picture of the tigers.”</li> <li>• “My family gets ice cream cones!”</li> </ul> <p>As you write:</p> <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <p><b>Directions (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• “Draw a picture about a day at a zoo and write 4 sentences with at least five words in each sentence. I now what you to add some detail to your sentences. Details like what animals you saw &amp; what they look like. Give some details about what your sentence is about.”</li> <li>• “Remember capitals, finger spaces, and periods.”</li> <li>• “I want at least 4 colours in your picture please!”</li> </ul>
<b>Closure:</b>	<p><b>Independent Work Time (15 minutes)</b> Students:</p> <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 4 sentences with some details</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• Circulates quietly</li> <li>• Prompts as needed examples: <ul style="list-style-type: none"> <li>○ “What else could you do while at a zoo?”</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ “You need more detail in your sentences.”</li> <li>○ “Tell me more.”</li> </ul>
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## Lesson 5

<b>Name &amp; Time (Minutes Allotted):</b>	<b>April 20 – A Walk in Spring</b> – 20 minutes
<b>Learning Standards: Curricular Competencies</b>	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>
<b>Learning Standards: Content</b>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>• Write 4 sentences about a spring-related experience with some descriptive details about what they see during a spring walk</li> <li>• Use basic sentence conventions (capital letters, spacing, &amp; periods)</li> <li>• Apply phonetic spelling independently by sounding out words</li> <li>• Create a detailed drawing that represents their ideas using at least 4 colours</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Write minimum 4 sentences with a start on adding some details</li> <li>• Use capital letters, spaces, and periods</li> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and a 4-sentence example with details to provide idea inspiration</li> <li>• The teacher briefly models thinking about what we could see during a spring walk with some descriptive ideas</li> <li>• Independent practice</li> <li>• Scaffolded challenge</li> <li>• Teacher circulation</li> <li>• The teacher provides brief prompts to encourage adding details (i.e. what we could see during a walk in the spring, what we could hear, etc.)</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Laptop</li> <li>• Projector</li> <li>• Magnifier</li> <li>• Crayons</li> <li>• Whiteboard</li> </ul>

	<ul style="list-style-type: none"> <li>• Dry erase markers</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<b>Hook (1 min)</b> Say: <ul style="list-style-type: none"> <li>• “Last time we thought about what your idea of a day at the zoo is. Today, you’re going to think about a walk in spring. Think about things you can see &amp; hear.”</li> <li>• “Hold those ideas in your head.”</li> </ul>
<b>Body:</b>	<b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. trees, path, flowers). Model writing while thinking aloud briefly: <ul style="list-style-type: none"> <li>• “I’m thinking about a walk in the spring...”</li> </ul> Write: <ul style="list-style-type: none"> <li>• “I go for a walk on a beautiful spring day.”</li> <li>• “I hear birds chirping.”</li> <li>• “I see the flowers starting to bloom.”</li> <li>• “I can smell the fresh air.”</li> </ul> As you write: <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <b>Directions (1 min)</b> Say: <ul style="list-style-type: none"> <li>• “Draw a picture about a spring walk and write 4 sentences with at least five words in each sentence. I want you to add some details to your sentences: Details like what you saw on your spring walk. Give some details about what your sentence is about.”</li> <li>• “Remember capitals, finger spaces, and periods.”</li> <li>• “I want at least 4 colours in your picture please!”</li> </ul>
<b>Closure:</b>	<b>Independent Work Time (15 minutes)</b> Students: <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 4 sentences with some details</li> </ul> Teacher: <ul style="list-style-type: none"> <li>• Circulates quietly</li> <li>• Prompts as needed examples: <ul style="list-style-type: none"> <li>○ “What else could you see during a spring walk?”</li> <li>○ “You need more detail in your sentences.”</li> <li>○ “Tell me more.”</li> </ul> </li> </ul>

## Lesson 6

<b>Name &amp; Time (Minutes Allotted):</b>	<b>April 22 – Flying a Kite – 20 minutes</b>
<b>Learning Standards: Curricular Competencies</b>	Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> Create and communicate (writing, speaking, representing) <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>

Learning Standards: Content	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>• Write 4 sentences about an experience or imagined scenario where they are flying a kite</li> <li>• Use basic sentence conventions (capital letters, spacing, &amp; periods)</li> <li>• Apply phonetic spelling independently by sounding out words</li> <li>• Create a detailed drawing that represents their ideas using at least 4 colours</li> <li>• Include action and movement in their writing (i.e. flying, running, wind blowing)</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Write minimum 4 sentences with a start on adding some details</li> <li>• Use capital letters, spaces, and periods</li> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and a 4-sentence example with details to provide idea inspiration</li> <li>• The teacher briefly models thinking about what might happen while flying a kite with some description</li> <li>• Independent practice</li> <li>• Scaffolded challenge</li> <li>• Teacher circulation</li> <li>• The teacher provides brief prompts to encourage adding details (i.e. what are we doing while flying a kite, what do we see, etc.)</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Laptop</li> <li>• Projector</li> <li>• Magnifier</li> <li>• Crayons</li> <li>• Whiteboard</li> <li>• Dry erase markers</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<p><b>Hook (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• “Last time we thought about what your idea of taking a walk in spring is. Today, you’re going to think about flying a kite. Think about things you do, can see &amp; hear.”</li> <li>• “Hold those ideas in your head.”</li> </ul>
Body:	<p><b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. sand, kite, wind). Model writing while thinking aloud briefly:</p> <ul style="list-style-type: none"> <li>• “I’m thinking about flying a kite down by the river...”</li> </ul>

	<p>Write:</p> <ul style="list-style-type: none"> <li>• “I go to the beach to fly my kite because there are no power lines there.”</li> <li>• “The water is pretty and sparkly.”</li> <li>• “I get my kite ready by unraveling the line.”</li> <li>• “I start to run fast and hope that my kite gets some lift to soar!”</li> </ul> <p>As you write:</p> <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <p><b>Directions (1 min)</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• “Draw a picture about flying a kite and write 4 sentences with at least five words in each sentence. I want you to add some details to your sentences: Details like what you did when you went to fly a kite. Try to add details to your sentences like I did.”</li> <li>• “Remember capitals, finger spaces, and periods.”</li> <li>• “I want at least 4 colours in your picture please!”</li> </ul>
Closure:	<p><b>Independent Work Time (15 minutes)</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 4 sentences with some details</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• Circulates quietly</li> <li>• Prompts as needed examples: <ul style="list-style-type: none"> <li>○ “What else did you do when you were flying your kite?”</li> <li>○ “You need more detail in your sentences.”</li> <li>○ “Tell me more.”</li> </ul> </li> </ul>

## Lesson 7

<b>Name &amp; Time (Minutes Allotted):</b>	<b>April 29 – If I Were an Astronaut – 20 minutes</b>
<b>Learning Standards: Curricular Competencies</b>	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>
<b>Learning Standards: Content</b>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>• Write 5 sentences about an imagined scenario where they are an astronaut</li> <li>• Use basic sentence conventions (capital letters, spacing, &amp; periods)</li> <li>• Apply phonetic spelling independently by sounding out words</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a detailed drawing that represents their ideas using at least 4 colours</li> <li>• Include action and movement in their writing (i.e. floating, being in a suit, etc.)</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Write minimum 5 sentences &amp; try also adding some details</li> <li>• Use capital letters, spaces, and periods</li> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and a 5-sentence example with details to provide idea inspiration</li> <li>• The teacher briefly models thinking about what might happen if they were an astronaut</li> <li>• Independent practice</li> <li>• Scaffolded challenge</li> <li>• Teacher circulation</li> <li>• The teacher provides brief prompts to encourage adding details (i.e. floating in space, eating in space)</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Laptop</li> <li>• Projector</li> <li>• Magnifier</li> <li>• Crayons</li> <li>• Whiteboard</li> <li>• Dry erase markers</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Hook (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• “Last time we thought about flying a kite. Today, you’re going to think about if you were an astronaut. Think about things you would do, what you may see, or what you might be hear.”</li> <li>• “Hold those ideas in your head.”</li> </ul>
<b>Body:</b>	<p><b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. space, big suit, zero gravity). Model writing while thinking aloud briefly:</p> <ul style="list-style-type: none"> <li>• “I’m thinking about floating around in a space shuttle...”</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>• “I rocket off Earth and go up to space.”</li> <li>• “Space is really silent and very dark.”</li> <li>• “I get my suit on and go outside the space shuttle.”</li> <li>• “It is really scary but it is also very cool!”</li> </ul> <p>As you write:</p> <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <p><b>Directions (1 min)</b> Say:</p>

	<ul style="list-style-type: none"> <li>• “Draw a picture about if you were an astronaut and write 5 sentences with at least five words in each sentence. I want you to try and add some details to your sentences: Details like what you did when you were an astronaut. Try to add details to your sentences like I did.”</li> <li>• “Remember capitals, finger spaces, and periods.”</li> <li>• “I want at least 4 colours in your picture please!”</li> </ul>
<b>Closure:</b>	<p><b>Independent Work Time (15 minutes)</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 5 sentences and attempt some details in them</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• Circulates quietly</li> <li>• Prompts as needed examples: <ul style="list-style-type: none"> <li>○ “What else did you do when you’re in space?”</li> <li>○ “You need more detail in your sentences.”</li> <li>○ “Tell me more.”</li> </ul> </li> </ul>

## Lesson 8

<b>Name &amp; Time (Minutes Allotted):</b>	<b>May 1 – A Day at the Beach</b> – 20 minutes
<b>Learning Standards: Curricular Competencies</b>	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use foundational concepts of print, oral, and visual texts</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Identify, organize, and present ideas in a variety of forms</li> <li>• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</li> </ul>
<b>Learning Standards: Content</b>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• print awareness</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• sentence structure</li> <li>• conventions</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>• Write 5 sentences about a personal experience or imagined scenario where they are at the beach</li> <li>• Use basic sentence conventions (capital letters, spacing, &amp; periods)</li> <li>• Apply phonetic spelling independently by sounding out words</li> <li>• Create a detailed drawing that represents their ideas using at least 4 colours</li> <li>• Include action and movement in their writing (i.e. swimming, playing, etc.)</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Write minimum 5 sentences &amp; try also adding some details</li> <li>• Use capital letters, spaces, and periods</li> <li>• Attempt phonetic spelling</li> <li>• Create a picture that matches their writing</li> <li>• Use at least 4 colours in their drawing</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• The teacher models a quick drawing and a 5-sentence example with details to provide idea inspiration</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher briefly models thinking about a day at the beach</li> <li>• Independent practice</li> <li>• Scaffolded challenge</li> <li>• Teacher circulation</li> <li>• The teacher provides brief prompts to encourage adding details (i.e. swimming in the lake, playing in the sand, etc.)</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Student journals (with drawing space + writing lines with midline)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Laptop</li> <li>• Projector</li> <li>• Magnifier</li> <li>• Crayons</li> <li>• Whiteboard</li> <li>• Dry erase markers</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<p><b>Hook (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• “Last time we thought about if you were an astronaut. Today, you’re going to think about a day at the beach. Think about things you would do, what you may see, or what you might be hear.”</li> <li>• “Hold those ideas in your head.”</li> </ul>
<b>Body:</b>	<p><b>Demonstration (3 minutes)</b> Quickly sketch a simple picture (i.e. sand, sun, water). Model writing while thinking aloud briefly:</p> <ul style="list-style-type: none"> <li>• “I’m thinking about a day at the beach...”</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>• “I set up my chair in the shade.”</li> <li>• “Once we are set up, we go into the water to swim.”</li> <li>• “It feels so nice and cool to be in the water!”</li> <li>• “Once I’m cooled down, I go back to my seat and watch my kids play.”</li> </ul> <p>As you write:</p> <ul style="list-style-type: none"> <li>• Emphasize capitals, finger spaces, and periods</li> <li>• Keep it quick and simple</li> <li>• Remind them to sound it out &amp; not ask for spelling help</li> </ul> <p><b>Directions (1 min)</b> Say:</p> <ul style="list-style-type: none"> <li>• “Draw a picture about a day at the beach and write 5 sentences with at least five words in each sentence. I want you to try and add some details to your sentences: Details like what you did, what you saw, how you got there. Try to add details to your sentences like I did.”</li> <li>• “Remember capitals, finger spaces, and periods.”</li> <li>• “I want at least 4 colours in your picture please!”</li> </ul>
<b>Closure:</b>	<p><b>Independent Work Time (15 minutes)</b> Students:</p> <ul style="list-style-type: none"> <li>• Draw first</li> <li>• Write 5 sentences and attempt some details in them</li> </ul>

	<p>Teacher:</p> <ul style="list-style-type: none"><li>• Circulates quietly</li><li>• Prompts as needed examples:<ul style="list-style-type: none"><li>○ "What else have you done at the beach?"</li><li>○ "You need more sentences."</li><li>○ "Tell me more."</li></ul></li></ul>
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Resources:

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Extensions to Unit:

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Reflections and Revisions

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