

<b>Lesson Title/Focus</b>	“Hippo’s Hope,” and exploration of endings	<b>Date</b>	Sept. 23/14
<b>Subject/Grade Level</b>	ELA Grade 3	<b>Time Duration</b>	20 min
<b>Unit</b>	Poetry	<b>Teacher</b>	Stephanie Van Dewark

**OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**

<b>General Learning Outcomes:</b>	General Outcome 2: Students will listen, read, write, view and represent to comprehend and respond personally to oral, print and other media outcomes.
<b>Specific Learning Outcomes:</b>	2.2: Construct meaning from texts: make inferences about a characters actions or feelings. 2.3: Understanding techniques and elements: include events, setting and characters when summarizing or retelling oral, print or other media texts.

**LEARNING OBJECTIVES**

**Students will:**

1. Identify the different endings in “Hippo’s Hope” and represent each through sketches.

**ASSESSMENTS**

<b>Observations:</b>	•
<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>• What happens to the hippo in each ending?</li> <li>• What could cause each ending?</li> </ul>
<b>Products/Performances:</b>	• Reading the poem

**LEARNING RESOURCES CONSULTED**

**MATERIALS AND EQUIPMENT**

• Alberta Program of Studies	<ul style="list-style-type: none"> <li>• Shel Silverstein’s “Hippo’s Hope”</li> <li>• Board and markers</li> <li>• Worksheet</li> </ul>
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**PROCEDURE**

<b>Introduction</b>		<b>Time</b>
<b>Attention Grabber</b>	<ul style="list-style-type: none"> <li>- Ask students if they’ve read Shel Silverstein before and explain who he is</li> <li>- Read the first three stanzas</li> <li>- Ask students what they think will happen to the hippo and write results up on the board</li> </ul>	5 min
<b>Assessment of Prior Knowledge</b>		
<b>Expectations for Learning and Behavior</b>		
<b>Advance Organizer/Agenda</b>		
<b>Transition to Body</b>		
<b>Body</b>		<b>Time</b>
<b>Learning Activity #1</b>	<ul style="list-style-type: none"> <li>- Read the first ending have them draw a picture</li> <li>- Read the second ending and draw</li> <li>- Read the third ending and draw</li> <li>- Have students draw their own ending to the poem as well</li> </ul> <p>Things to remind students of?</p> <ul style="list-style-type: none"> <li>- How is the hippo feeling in each ending?</li> <li>- What setting is the hippo in?</li> <li>- How do hippos fly?</li> </ul>	10 min (2min to draw each picture)
<i>Assessments/ Differentiation:</i>		
<b>Learning Activity #2</b>		
<i>Assessments/ Differentiation</i>		
<b>Learning Activity #3</b>		
<i>Assessments/ Differentiation</i>		
<b>Closure</b>		<b>Time</b>
<b>Assessment of Learning:</b>	<ul style="list-style-type: none"> <li>- Have the students grab an elbow buddy and share what is happening in their picture</li> <li>- How is it different from the other endings?</li> <li>- Does it seem plausible?</li> <li>- If the students where to write a stanza to go with this paragraph what would it look like</li> </ul>	5 min
<b>Feedback From Students:</b>		
<b>Feedback To Students</b>		
<b>Transition To Next Lesson</b>		