

## Attachment 1 – ‘I am a Superhero’ Lesson Plan

|  |                                     |  |
|--|-------------------------------------|--|
| <b><u>Date:</u></b> Tuesday July 24, 2010  | <b><u>Year Level:</u></b> Grade 1/2 | <b><u>Lesson Duration:</u></b> 30 mins |
| <b><u>Title of Lesson:</u></b><br><br>I am a Super Hero  |                                     |  |
| <b><u>Learning Outcomes and Specific Purpose:</u></b><br><br><b>Purpose:</b> To hold a follow-up lesson to the Life Education Van that helps students expand their knowledge on heroes, by brainstorming different superheroes and their qualities, as well as completing a worksheet that requires students to design a superhero representation of themselves.<br><br>By the end of this lesson students: <ul style="list-style-type: none"><li>• Should have brainstormed, as a group, different types of superheroes.</li><li>• Should have brainstormed, as a group, the different qualities that superheroes possess.</li><li>• Should have completed the ‘I am a Superhero’ worksheet that requires them to draw themselves as a superhero and fill in several details about themselves.</li><li>• Should have gained a greater understanding of superheroes, especially what their qualities are.</li></ul>  |                                     |  |
| <b><u>Links to VELs:</u></b><br><br><b>Strand:</b> Discipline-based Learning<br><b>Domain:</b> English<br><b>Dimension:</b> Reading <ul style="list-style-type: none"><li>• Students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary.</li><li>• They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context.</li><li>• They self-correct when reading aloud and describe strategies used to gain meaning.</li></ul><br><b>Strand:</b> Discipline-based Learning<br><b>Domain:</b> English<br><b>Dimension:</b> <ul style="list-style-type: none"><li>• Students write short sequenced texts that include some related ideas about familiar topics.</li><li>• They write texts that convey ideas and information to known audiences.</li><li>• They select content, form and vocabulary depending on the purpose for writing.</li><li>• They use appropriate structures to achieve some organisation of the subject matter.</li><li>• They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place.</li><li>• They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.</li></ul> |                                     |  |

- They use capital letters, full stops and question marks correctly.
- They reread their own writing and use a range of editing resources to revise and clarify meaning.
- They write upper- and lower-case letters legibly with consistent size, slope and spacing.

**Strand:** Discipline-based Learning

**Domain:** English

**Dimension:** Speaking and listening

- Students listen to and produce spoken texts that deal with familiar ideas and information.
- They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary.
- They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication.
- They listen to others and respond appropriately to what has been said.

**Strand:** Discipline-based Learning

**Domain:** The Arts

**Dimension:** Creating and making

- Students identify, describe and discuss characteristics of their own and others' arts works.

**Prerequisite knowledge/concept/skills/vocabulary required:**

**How does it link to previous lessons?**

Students have just attended the Life Education Van session – ‘Harold’s Heroes’.

**Grouping/s and Physical Space:**

Students will be seated on the floor for the brainstorming and discussion part of the lesson, and will be seated at their regular tables while completing the worksheet.

**Equipment/Resources Required:**

- Whiteboard / markers
- Harold’s Heroes student workbooks
- Harold’s Heroes teacher manual
- Students’ pencil cases

**Lesson Structure:**

• Introduction:

Begin by brainstorming the term ‘super hero’ with the students on the whiteboard. Ask students questions such as, “Who/what is your current superhero?”, “Do you have any real-life superheroes (actors, sports people, family members, friends)?” and “What qualities do these people have that make them a hero?” to stimulate the discussion.

• Main component of lesson:

Describe worksheet by explaining to students that. “You will be completing this worksheet called ‘I am a Superhero.’ You need to pretend that you are a superhero and

fill in the details about yourself. You also need to draw a picture of yourself as a superhero.” Read through the sheet with the students so that they know what each question says. See Appendix 2 for a copy of this worksheet.

- Conclusion:

Bring students back to the floor and ask several students to show their completed worksheets to the rest of the class. Ask them to explain what they have written and drawn (superhero name, qualities and favourite superhero) and why they chose to do it that way.

### **Monitoring of Student Learning:**

#### **What I will be looking out for during the lesson:**

- Were students able to brainstorm different superheroes?
- Were students able to list the qualities of superheroes?
- Were students able to state who their own real-life superhero is?
- Did students use the information they learned in the Life Ed van in this lesson?
- Were students able to complete the worksheet independently?
- Was enough time allowed? Did students finish early/late?
- Did students ask questions and were they relevant to the lesson?
- Did students remain focussed and stay on task?

### **Self Evaluation/Reflection of Lesson:**

*It was evident that students had listened well in the Life Education Van as they were all able to provide relevant and in depth information to the class discussion and brainstorm about different types of superheroes, qualities of superheroes and their favourite superheroes. I held an informative lesson and explained the instructions clearly. I feel more comfortable sitting at the front of the class, stimulating and encouraging discussion than I did when I first began placement, and it is evident that I am keeping the students attentive and interested as they were all very responsive to my questions. I was a very inclusive teacher, and ensured all students had the opportunity to provide information to the discussion. I managed the students' behaviour well and feel I am becoming better at this each lesson. The students were very enthusiastic about the activity and produced high quality work. Some of the superhero names that students made for themselves were very creative and showed that they had a good understanding of the importance and meaning of a hero. A successful lesson overall.*

### **Supervisor Evaluation:**

*The brainstorming session was good. Bridie encouraged all children to listen and contribute. She was very accepting and encouraging with all the children's ideas. Bridie was able to get the children to vary their thoughts and not just focus on cartoon superheroes. The written session was good. All children completed the task. Bridie roamed well and guided the children through the activity using effective questioning. A good lesson.*