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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Freya Jonasson** |

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| **Grade** | 1/2 | **Topic** | Community and Reciprocal Relationships |  |
| **Date** | February 9, 2021 | **Allotted Time** | 45 min |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/career-education/1/core><https://curriculum.gov.bc.ca/curriculum/career-education/2/core> |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is relevant to these students at this time as it will allow for students to take a deeper look at how they treat their peers and what it means to have a reciprocal relationship. At this time, it is important that students are considering their actions and ensuring that they are giving and taking the same amount as this week is Valentine’s Day and students will be focused on demonstrating their friendships through card giving, kind words, ect. This week is focused on friendships and it is important that students are aware of how they can keep healthy communities and friendships through the give/take dynamic. The activity will require students to be gracious with their giving and ensure that they are practicing their sharing skills. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
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|  |  | **I can demonstrate respectful and inclusive behaviour with people I know.**This lesson will require the students to be respectful and inclusive with their class peers. For this lesson to be successful, students will need to share with their whole class rather than just their few close friends. Students will need to demonstrate inclusivity for the entire class and demonstrate their ability to contribute to relationships that will build a stronger sense of community. |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is holistic, reflexive, reflective, experiential,and relational (focused on connectedness, onreciprocal relationships, and a sense of place). | **This lesson is focused on reciprocal relationships and how this contributes to a strong sense of community. The activity is experiential in that students will be required to share with the classroom community the pieces of their fish, and they will see both visually and abstractly how this can create something beautiful – their completed fish art will be pieces of their community, and they will all be unique, just like the students.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):**Grade 1:** Strong communities are the result of being connected to family and community and working together toward common goals.**Grade 2:** Strong communities are the result of being connected to family and community and working together toward common goals.*Essential or Guiding Question(s):** Can students work toward the common goal of being inclusive to their whole classroom community?
* Can students connect to their community through sharing and demonstrating a healthy give-and-take relationship?
* Are students able to understand that in giving a piece of their fish to a friend, they are contributing to the classroom community?
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| ***Do***Curricular Competencies (Learning Standards):**Grade 1:** * Work respectfully and constructively with others to achieve common goals
* Recognize the importance of positive relationships in their lives

**Grade 2:*** Work respectfully and constructively with others to achieve common goals
* Recognize the importance of positive relationships in their lives
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| ***Know***Content (Learning Standards):**Grade 1:** roles and responsibilities at home, at school, and in the local community**Grade 2:** roles and responsibilities at home, at school, and in the local community |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Formative assessment for this lesson will be based on the student responses about community and reciprocal relationships. Students will be prompted to make observations and share ideas about what it means to have a strong community and be a part of a healthy relationship. During this time, I will be taking note of deep thinking, connections made, and meaningful discussions about community and friendships.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Summative assessment will come from the completed fish that the students will hand in. The pieces must come from different people in the class to reflect the give and take component of community. This will show their willingness to share and be inclusive with all of their peers. This may be a difficult task for some of the students, but the lesson will be meaningful to how to contribute to the community as a whole.

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn what it means to give and take, to share with everyone, and to be inclusive. They will learn that this makes a strong community and that they can move toward the common goal of completing their task (the fish activity) by sharing with everyone. They will learn about how this creates positive relationships, and that healthy relationships stem from sharing, and being reciprocal. |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will be demonstrating their learning both through meaningful discussion before *and* after the story. They will also be demonstrating their learning through their fish art – they must have all different pieces of fish to show that they were sharing and contributing to other people’s fish (reciprocal relationships). |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | * I can recognize that it is important for me to give, rather than only taking.
* I can share with my peers to demonstrate a strong sense pf community.
* I can give my fish pieces to anyone in my class, not only just my closest friends.
* I can contribute ideas about what it means to be a part of a community.
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**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must do* Contribute to classroom discussion using teacher support and prompts
* Complete sharing fish activity with teacher support
* Listen to story

Access/All | Students can do* Contribute meaningful connections and ideas about community and healthy relationships during discussion
* Complete the fish sharing activity independently
* Listen to story for connections about community and friendship

Most | Students could do/try to* Discover how the story connects to our classroom and what the message is of the story
* Understand the reasoning behind the activity toa deeper level – able to see effects of reciprocal relationships without immediate changes

Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| * Fish cutouts
* Rainbow Fish storybook
* Paints
* Paper plates to hold paint
* Paintbrushes (20)
* Glue
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**Organizational/Management Strategies:** *(anything special to consider?)*

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| Due to only having 45 minutes for this lesson, have the materials for the art project prepared and set aside so that students do not have to wait to begin the art portion of this lesson. After reading the story and doing a brief discussion, send students promptly to their seats to begin their painting. They will then need to swap pieces with classmates. With limited time, they will need to glue their pieces together on Thursday. |

**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** * Activate student thinking by introducing the topic of the lesson – community. Ask students to consider what makes up a community.
* Capture student interest by letting students know the activity that they will be completing – a painting that they will trade pieces with their classmates to complete
* Share learning intention of students being able to share with their community members, not just their closest friends, to see that giving and taking can help strengthen the community and build a unique demonstration of relationships.
 | **Students will** * Have thinking activated through the discovery of what the topic is for the lesson and how this is tied to the art project that the students will be completing.
* Have interest captured by learning what the activity will be for this lesson.
* Discover learning intention of connecting to classmates that they may not usually interact with to develop their “community” example.
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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will** * Distribute the paint and paintbrushes to students’ seats while they are settling on the carpet.
* Introduce the lesson by bringing students to the carpet. Remind students of the expectations while at the carpet. Let students know what they will be doing during this lesson, the learning target.
* Ask students to brainstorm about what a community is. Prompt students to make the connection that their classroom is a community. Follow this by prompting students to share about what it means to give and take in a relationship.
* Read “Rainbow Fish” to the students. Ask them to think about the community of fish in the story and what this story is saying about their community.
* Conclude the story by asking students what they noticed about the Rainbow Fish. What does this story tell us about community and relationships?
* Show students the craft that they will be completing – painting a fish with many pieces and cutting the pieces out. They will be keeping **one** of the pieces that they originally painted and trading the other pieces to their classroom peers. Let students know that they will be expected to share their fish pieces with *everyone* not just their best friends, creating a sense of community just as in the story. Talk about how the community is working toward one common goal during this lesson – a unique and beautiful piece of art using pieces of their classmates art.
* Hand out the fish cut outs for the students to take to their seats. They will begin painting their fish and cutting out the pieces.
* Direct students who have completed their painting to begin trading pieces with their classmates.
* Ask students to put their name with their pieces and set them aside – they will glue them onto a separate piece of paper on Thursday after completing their Valentine’s mailboxes.
* Conclude the lesson by asking students to share an idea about community at their seats. They will be dismissed after 4 ideas are shared.
 | **Students will** * Go to the carpet while teacher is distributing the paint and paintbrushes to the tables.
* Be reminded of the expectations for being on the carpet and listening to stories – learn what the activity will be for this lesson.
* Brainstorm some ideas about what a community is. Make connections about community within the school and communities in general. Share about what give and take is in a friendship.
* Listen to the “Rainbow Fish” story. Respond to prompts about community and make connections between the discussion before and the fish.
* Share ideas about Rainbow Fish and their community and friendships from the story.
* Discover what the craft is for this lesson. Have the steps explained in detail so that students can know what they should do to create their fish. They will need to trade all of the pieces of their painted fish except for one, the rest will be pieces from different class members.
* Get the fish cut out and return to seat. Begin painting and cutting out the fish pieces.
* Begin trading fish pieces with other students who have finished their painting and cutting.
* Put name on the set of fish pieces and set aside to finish on Thursday after Valentine’s mailboxes.
* 4 students will share an idea about the classroom community before dismissal to clean up.
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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** * Allow for the students to practice their learning about community through the fish craft activity – giving and taking and working toward the same goal.
* Allow for students to represent the learning from this lesson in the craft and the trading pieces activity – students can paint their pieces as they feel, and distribute their pieces among their classmates to show their sense of community.
* Leave the options of who to switch pieces with open to the students, providing choice on how to demonstrate their feelings of community.
 | **Students will** * Practice the learning from lesson when switching fish pieces with classmates – working toward a common goal and demonstrating inclusivity.
* Represent learning from this lesson through the craft and trading pieces activity – paint pieces and distribute pieces to their classmates.
* Have choice in who to switch pieces with – but including the entire classroom community, not just the closest friends.
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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** * Close the lesson by asking 4 students to share their learning about community and friendship before dismissing students for clean up – solidify the learning for all of the class.
* Ask students to consider the learning intention while they’re working on their craft – are they demonstrating a give and take reciprocal relationship? Can they work with their classmates toward a common goal of completing their fish using bits of their community?
 | **Students will** * Solidify learning by summarizing the learning for the rest of the class (4 shares)
* Consider the learning intention while they’re working on the craft – demonstrate reciprocal relationships, working toward one common goal.
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**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| This lesson was successful as it provided many opportunities to explain and demonstrate what it truly means to contribute to a reciprocal relationship. One student did not want to give away some of her fish pieces, and this was the perfect opportunity to discuss, as a class, how important it is to give as much as we take and *why.* I felt that the students were able to grasp this concept when referring it to something relatable that they have experienced, such as sharing a toy or giving a friend candy. I asked them to connect this to how they would feel if they were always the ones giving, and how their friend might feel. I loved teaching this lesson and would love to teach it again! |

Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**