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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** | Career Education: Writers Chair |  |
| **Date** | March 5, 2021 | **Allotted Time** | 30 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 they are developing their self confidence in talking in front of peers and increasing their awareness of their own strengths and goals. This lesson is important as students will have an opportunity to share some of their creative writing pieces and celebrate their growth and development. This will also give the students an opportunity to share a goal that they have about their writing. They can think of this goal beforehand, considering maybe adding more details, increasing how many “juicy” sentences are used, and writing more about the writing prompts. |

**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 |
|  |  | **I can express my wants and needs and celebrate my efforts and accomplishments.**  Students will be sharing their work and acknowledging the effort that they have put in to develop the skills needed to complete the writing activities. Students will celebrate their efforts by sharing their writing *and* by sharing what they think they did well. The students will also be goal setting during this time, acknowledging where they need to go to see more growth. What more would they do if they were to do the same activities again? |

**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 involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | **This component of FPPL is embedded within this lesson as students will be sharing their work with their peers. This means that students must acknowledge that this is a safe place to share and only with permission do we share the knowledge of strengths and goals with individuals outside of the class. We only share others’ strengths and goals if we are given permission to do so.** |

**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):   * Gr 1 and 2: Confidence develops through the process of self-discovery.   *Essential or Guiding Question(s):*   * Can students recognize their own personal growth in writing when sharing their work? * Can students reflect on their work to set a goal about their writing? |
| ***Do***  Curricular Competencies (Learning Standards):   * Gr 1 and 2: Identify and appreciate their personal attributes, skills, interests, and accomplishments |
| ***Know***  Content (Learning Standards):  **Personal Development**   * goal-setting strategies * risk taking and its role in self-exploration: speaking in front of others |

**STAGE 2: Assessment Plan**

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

Formative assessment for this lesson is based on the students ability to share and celebrate their learning over the past month. They have been developing their awareness of juicy sentences and how to add imagination into their writing, and this lesson will require for them to reflect on their learning and share some writing.

* Sharing the writing piece
* Celebrating one thing that they feel is a strength
* Setting a goal for their writing

SUMMATIVE ASSESSMENT: (Assessment of Learning)

This is the presentation piece of the fiction writing unit. This lesson will require students to acknowledge what they did well, and what to work on for next time. There will not be any summative assessment for this specific lesson as it is a celebration of their learning as a whole, and summative assessment has been done throughout the fiction writing unit based on the work that the students have done.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | The learning intention for this lesson is that the students will be able to find one thing that they are proud of within their fiction writing. They will also be required to pick a goal for their writing going forward. Some students will share their writing or ideas, but everyone will be expected to share something, whether it be the writing, the strength, or the goal.  **I can share something personal about myself: a strength, a goal, or some of my writing ideas.** |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning through the writers circle. Everyone will be expected to share an idea for their writing, a goal that they are setting for their writing going forward, or a strength that they have seen in their writing. This lesson is to celebrate growth and this will be the evidence of their learning. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | * I can share a strength, goal, or piece of my work with my peers. * I can celebrate my peers for their personal sharing. * I can listen respectfully to my classmates as they share. |

**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   * Listen respectfully with teacher support to the presenters. * With prompts, come to a goal, strength, or share an idea from my writing with the class.   Access/All | Students can do   * Listen respectfully without reminders to my classmates as they share. * Share a goal, strength, or writing idea with my peers.   Most | Students could do/try to   * Share a story with the class (fiction writing assignment). * Share detailed goals and strengths and plan how I might meet my goals.   Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Pieces of writing from the fiction writing unit  Seat mats  Talking stick |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| Front load the expectations for the lesson: students will need to listen respectfully to their peers as they share their personal connections with their classmates. Using a talking stick while sharing to ensure students know that this is a sharing circle and that we need to be respectful. Describe what this talking stick means and how important it is. Be prepared that this lesson some students will need reminders about “in the group behaviour” versus “out of the group behaviour.” |

**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 students thinking by reminding students of the preparation that they have done for this sharing time – the practice sharing with a partner and the goals and strengths we have for ourselves. * Capture student interest through the introduction to the lesson – this will be a time for sharing and encouraging each other, celebrating the work that we have done! * Share the learning intention of sharing our goals and strengths with our classroom community – focus on celebrating our classroom communities strengths and writing skills. | **Students will**   * Have thinking activated by remembering the practice that we have had – reading our work to a friend and sharing a strength and a goal with a partner. * Have interest captured through the introduction of the lesson – learn that they will be sharing within our classroom community the writing we have been developing and the strengths and goals we have set. * Discover the learning intention of sharing our writing, our strengths, and our goals with our classmates and teacher. |  |

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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**   * Begin the lesson by asking students to sit in a square around the carpet. * Once all of the students are sat in a square, let students know that this lesson will require that they use their best listening skills, and they will need to be patient waiting for their turn to share. Talk about how scary it can be to talk in front of peers and that we want this to be a positive, safe sharing environment. Remind them of the practice they have done the day before to be ready to share. * Share the “I Can” statement. “I can be a good listener.” And “I can share some of my work or goals. * Introduce the talking circle. We take turns and respect our speaker. This is a safe space to share and learn about our community of learners. This will strengthen our sense of community. Talk about this. * Let students know that they must share *something.* If they do not want to share their writing, let them know that this is okay, but that you would like them to share a strength or goal that they have decided on with the classroom. * Model how to share by reading out one of your writing ideas and a strength and a goal. (I Do). * Begin the sharing by asking the students to start to the left or right of you. They will share and then the person next to them will share, so on. * As students are sharing, raise your hand to give the student a prompt or ask a question about their sharing (respecting the talking stick). While the students are sharing, ensure that all of the classmates are listening respectfully. Remind about 1 warning and then the consequence. Consequence set up as being removed from the group until they are ready to come back (removal being to their table seat for a few minutes). * After everyone has shared let the students know how proud you are for their hard work and how much you appreciate that they shared their strengths and goals with their classroom community. * Do a brief check in – **did they feel like when they were speaking that their classmates were demonstrating respectful community behaviour**? Use thumbs method to check it – thumbs up is yes and thumbs down is no. **Do they feel that they met this goal personally?** Use thumbs method. * Have everyone clap and celebrate their learning. Thank students and dismiss students from the carpet to line up for PE. | **Students will**   * Come to the carpet and take a seat in a square along the edges of the carpet. * Be reminded of using the most respectful listening skills for this lesson. Remembering that it can be scary to share so we must be respectful listeners. Recall that this is what they practiced on the last day.      * Discover and repeat the “I Can” statements that will be written on the board to refer back to. * Learn about the talking circle. Be reminded about why it is essential to wait our turns to speak in a community – we are ensuring our community and relationships are two sided rather than focused primarily on what they have to say. * Learn that everyone will be expected to share something, even if it is only their strength or goal. * Watch teacher model how to share using a piece of writing, a strength, a goal, while using the talking stick. * Students will begin to share. * Students will call on teacher for prompts or questions. * Be reminded of how far everyone has come and the growth that they are experiencing. Be reminded of how important it is to celebrate goals and strengths within a community. * Using the thumb method, respond to teacher prompts to indicate if the “I Can” statements were met. * Clap and celebrate the learning before being dismissed to line up for PE. | 1 min  1 min  1 min  2 min  1 min  1 min  15 min  2 min  2 min  1 min |

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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 students to practice their learning through sharing with the class – they are practicing celebrating their successes and sharing their goals. * Allow for students to represent their learning in personalized ways by allowing for the students to choose what to share with their classroom community. * Allow for choices of how much to share and if they would like to share their writing. | **Students will**   * Practice their learning through sharing with the class – they are practicing celebrating their successes and sharing their goals. * Represent their learning in personalized ways by allowing for the students to choose what to share with their classroom community. * Have choices of how much to share and if they would like to share their writing. |  |

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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**   * Solidify the learning by asking students if they feel that the class has made them feel respected, and if they themselves were respectful listeners (accountability and honesty). | **Students will**   * Solidify the learning by responding if they feel that the class has made them feel respected, and if they themselves were respectful listeners (accountability and honesty). |  |

**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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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***?**