****

**Lesson Plan Template (Revised 2020)**

**Elementary Years**

|  |  |
| --- | --- |
| **Name:** | **Emily Hanson** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | K | **Topic** | ELA – Kindness (Pink Shirt Day) |  |
| **Date** | February 24, 2021 | **Allotted Time** | 35 mins |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum | | | |

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

|  |
| --- |
| Today is Pink Shirt Day (Anti-Bullying Day) and therefore it is important for the students to learn about kindness, and how to be kind to others. This lesson emphasizes the importance of kind words and how unkind words can really hurt a person’s feelings. This can sometimes be a difficult concept for students to understand, which is why there is a visual aspect allowing for students to see that mean words can hurt a person’s heart/feelings. |

**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:*

|  |  |  |
| --- | --- | --- |
| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
| **In familiar settings, I communicate with peers and adults.**  **-**Students will be communicating with the teacher as well as their peers for this lesson. They will be sharing their ideas with the class. | **I can use evidence to make simple judgments.**  **-**Students will be reflecting upon the different kinds of words used in the book (kind vs unkind). Students will be thinking about kind things that they can say to their friends**.** |  |

**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/>)

|  |  |
| --- | --- |
| **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, on reciprocal relationships, and a sense of place). | **This lesson emphasizes that learning is relational. This is embedded into this lesson because the focus is being kind to each other. In order to build relationships with our peers and create learning community, we need to be kind to one another.** |

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

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

|  |
| --- |
| ***Understand***  Big Idea(s):  Stories and other texts help us learn about ourselves and our families.  Through listening and speaking, we connect with others and share our world.  *Essential or Guiding Question(s):*  What are kind words?  What are unkind words?  How do unkind words affect people?  How do kind words affect people? |
| ***Do***  Curricular Competencies (Learning Standards):  Use sources of information and prior knowledge to make meaning  Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community |
| ***Know***  Content (Learning Standards):  metacognitive strategies |

**STAGE 2: Assessment Plan**

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

The student’s participation in saying kind words (i.e., what they are saying).

SUMMATIVE ASSESSMENT: (Assessment of Learning)

|  |  |
| --- | --- |
| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can say kind words to my friends.  I can understand that unkind words hurt my friends. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will crumple heart when they hear unkind words. Students will place a Band-Aid on the wrinkled heart while saying an example of a kind word/phrase. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to listen to the story and crumple the heart when they hear a kind word and then pass the heart around the circle. After the story, students will need to think of a kind word/phrase and then place a Band-Aid on the wrinkled heart to “fix” it. |

**Planning for Diversity:**

|  |  |  |
| --- | --- | --- |
| **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  Students must be full body listening during the story.  Students need to share a kind word/phrase with help from friends and teacher (even if this word has already been suggested).  Access/All | Students can do  Students can share a unique (their own idea) kind word/phrase independently.  Most | Students could do/try to  Students could try to help their friends with kind words and come up with several kind words independently.  Few/Challenge |

**STAGE 3: Learning Plan**

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

|  |
| --- |
| Chrysanthemum by Kevin Henkes  2 Large Paper Hearts (1 with poem)  Bandaids with prewritten names. |

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

|  |
| --- |
| Making sure everyone is crisscross apple sauce, eyes on me.  -Making sure everyone is participating.  -I spy with my teacher eye “\_\_\_\_\_\_\_\_\_ is ready…etc.”  -Using both verbal and visual cues when necessary.  -Making sure students are being STAR students (Safe, Teachable, Accountable, Respectful) and handing out STAR tickets when STAR behaviour is noticed.  -NEW behaviour chart has been put in place with star tickets, green, yellow, orange and red cards. At the beginning of the day all of the students are on green with a star ticket. If a student is not being a STAR student and has to be asked more than once, the teacher will change the card to yellow and the student will get 1 minute off of recess. If the student is still not listening, the card will be changed to orange and have 2 minutes off of recess. If the student is continuing to not act like a STAR student, it will be changed to red and student will have 3 minutes off of recess. Once recess is over, all students’ cards will turn back to green and we will repeat what’s stated above for lunch recess and centres. At the end of the day, student will receive their STAR ticket if they were on green all day.  -Students have a designated seating plan at the carpet. These are called “Dot Spots”. Students names are in a chart with a letter next to it which shows them which Dot they are supposed to be sitting on when at the carpet.  -N is on an IEP with goals for self-regulation and focus. Strategies that are being used are sign language, verbal cues and EA support when necessary.  -N has a sticker chart for her hearing aids, making sure they stay in all day   * We are integrating using an FM system with N. If she takes her hearing aids out because the FM system is too loud, we just pause the FM system and the EA will put her hearing aids back in.   -N has a daily communication book that tells her parents how the day went, what she has done and any other information that the parents need to know.  -N is on a 30 min bathroom timer.  -J has a behaviour chart where he is trying to earn stickers for STAR behaviour. After the lesson, teacher will talk to J about whether or not he was being a STAR student and give a sticker or an X. (6 stickers = STAR ticket, 9 stickers = prize). Teacher will keep an eye out for STAR behaviour and but a sticker on the chart whenever possible to emphasize the STAR behaviour and the positives (teacher will not always wait until after a lesson if there is something noticeable in the moment that deserves a sticker). |

**Lesson Development:**

|  |  |  |
| --- | --- | --- |
|  | |  |
| **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**  Teacher will call students over to the carpet and tell them to sit crisscross applesauce in a circle.  Teacher may award students with STAR tickets if they are showing the desired behaviour.  Teacher ask students what day is it today?  Teacher will repeat that it is Pink Shirt day, which is anti-bullying day or kindness day.  Teacher will tell students that because it is Pink Shirt day, we are going to learn about kind words.  Teacher will ask students what is a kind word?  Teacher will say that kind words are any words that builds someone up or fills their bucket. You are being kind when you are being friendly or saying nice things to a friend.  Teacher will ask what are unkind words?  Teacher will say that unkind words are any words that hurt someone’s feelings and aren’t very nice.  Teacher will introduce the activity by saying that we will be reading a story that has many unkind words in it. While you listen to the story, we are going to pass around this paper heart. Whenever you hear an unkind word, I want you to crumple the heart and then pass it to the next person.  Teacher will show an example of how to crumple the paper.  Teacher will ask the students if it makes sense.  Teacher will re-explain if needed.  Teacher will tell students that they must be full body listening while I am reading the story. | **Students will**  Students will sit in a circle, sitting crisscross apple sauce.  Students will quietly wait for their friends.  Students will say “pink shirt day”.  Students will listen to the teacher.  Students will give their ideas.  Students will listen to the teacher.  Students will give their ideas.  Students will listen to the teacher  Students will watch as the teacher gives the example.  Students will tell the teacher that they understand (or that they don’t).  Students will respond by participating in full body listening. | 5 mins. |

|  |  |  |
| --- | --- | --- |
| **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**  Teacher will read the story Chrysanthemum by Kevin Henkes.  Teacher will make sure that students are passing around the heart and crumpling it at the appropriate time.  Teacher will put the book away and tell the students that the heart looks really wrinkled from all of those unkind words. Let’s see if we can fix it by smoothing it out.  Teacher will try to flatten the heart.  Teacher will ask students if it looks like it did before?  Teacher will show a second heart that hasn’t been crumpled and read the wrinkled heart poem on it. (reminding students that this is a poem that we have in our home reading)  Teacher will ask students if they think there is any way that we can fix this wrinkled heart?  Teacher will listen to student suggestions and then say that a good way to fix a wrinkled heart is with KIND words. | **Students will**  Students will listen to the story.  Students will take the heart in their hands and wait until they hear an unkind word. When they hear an unkind word, they will crumple the heart up and then pass it along the rest of the circle.  Students will watch to see if the heart will un-wrinkle.  Students will say no.  Students will watch and listen to the teacher.  Students may follow along with the poem if they have memorized it from their home reading.  Students will give some ideas of how they think we can fix the wrinkled heart.  Students will listen to the teacher’s idea. | 13 mins |

|  |  |  |
| --- | --- | --- |
| **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**  Teacher will tell students that they are going to come up 1 by 1 when I call them, and you are going to share 1 kind word that you could say to Chrysanthemum or another friend. When students say their kind word, they will put a band-aid on the heart to help “fix” it.  Teacher will demonstrate.  Teacher will call students up by name to come say their kind words and put on their band-aid.  Teacher will tell each student to sit back down at their own spot. | **Students will**  Students will listen to the teacher and watch the example.  Students will come up 1 by 1 and share a kind word/phrase and fix the heart with a Band-aid.  Students will walk back to their spot and sit down.  Students will listen to their friends as they share their words. | 13 mins |

|  |  |  |
| --- | --- | --- |
| **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**  Teacher will say “look at all of the kind words that fixed this wrinkled heart.”  Teacher will close the lesson by telling students that when we say unkind words to our friends it can wrinkle their heart and really hurt their feelings.  Teacher will say that when we say kind words to our friends it can fix their wrinkled heart, make them feel better and fill up their bucket.  Teacher will say that we should always say kind words to our friends so that we don’t accidentally wrinkle their hearts. | **Students will**  Students will listen to the teacher with full body listening. | 2 mins |

**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?*

|  |
| --- |
|  |

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***?**