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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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

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| **Grade** | 3 | **Topic** | First Peoples Lit |  |
| **Date** | November 20, 2020 | **Allotted Time** | 1 hour 15 min |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum  Jason and the Sea Otter – Joe Barber-Starkey  First Nations Literature Hand out  <https://www.youtube.com/watch?v=vPt4Iut7QNs> | | | |

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

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| We live in a land that was taken from the Indigenous population. Therefore, it is our duty to learn about the traditions of the first peoples. Story is a big tradition amongst different first peoples groups and it is important for children to understand that, as well as understand that there are different reasons for stories in their culture than western culture. |

**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 communicate purposefully, using forms and strategies I have practiced.** | **I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.** |  |

**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, on reciprocal relationships, and a sense of place) | **In this lesson the students will be listening to the First Peoples story and reflecting on what they have just heard. Students need to meaningfully reflect on what they just heard in the story in order to find relevance and connection.** |

**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):  Language and story can be a source of creativity and joy.  Stories can be understood from different perspectives.  Stories and other texts help us learn about ourselves, our families, and our communities.  *Essential or Guiding Question(s):*  What different reasons do First Peoples have for stories?  What do I see/hear?  How do I respond? |
| ***Do***  Curricular Competencies (Learning Standards):  Develop awareness of how story in First Peoples cultures connects people to land  Show awareness of how story in First Peoples cultures connects people to family and community  Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community |
| ***Know***  Content (Learning Standards):  elements of story  functions and genres of stories and other texts |

**STAGE 2: Assessment Plan**

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

Think- pair – square - share

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Jason and the Sea Otter reflection sheet

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can listen to the story and tell reasons for First Peoples Literature. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will fill out the worksheet (check for understanding) |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students will listen to the story and make connections to the worksheet |

**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  Students can listen to the story and, with guidance, make connections for the reasons for first peoples stories.  Students can share their ideas with others with guidance.  Access/All | Students can do  Students can listen to the story and make connections between the story the reasons for first peoples stories.  Students can share their ideas with others.  Most | Students could do/try to  Students can listen to the story and make connections between the story and the reasons for first peoples stories. Students can make connections and distinctions between first peoples story and western story.  Students can share their ideas with others and make new connections.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Jason and the Sea Otter Worksheet  Jason and the Sea Otter  Candles  Matches  Doc cam  ppt |

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

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| Lights off, drapes closed  Desks need to be set up into squares (quads)  Classroom management (chime) when students are being too loud. |

**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**  Teacher will tell the students to move their desks into a quad formation.  Teacher will tell the students to turn off the lights and close the blinds  Teacher will light the candles  Teacher will begin to tell the students that today we are going to be continuing our first people’s literature unit. Today I will be reading you a book by Joe Barber-Starkey called Jason and the Sea Otter | **Students will**  Students will move their desks  Students will listen to the teacher | 17 mins |

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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**  Teacher will begin to read the story Jason and the Sea Otter to the class  Teacher will tell the students that we will now be reading it again, but were going to make some connections between the story and Haida Gwaii with pictures and a video. | **Students will**  Students will listen to the story  Students will listen to the teacher |  |

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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**  Teacher will read the story again with the powerpoint to compare pictures.   * Teacher will do a think- pair- square – share  1. “Why do you think Jason wanted to be still, stop and listen?”   (teacher will model think-pair-square- share with CA and 2 others – teacher will let CA chose other 2)  Teacher will chose 1 person from each group to share   * Teacher will compare kelp bulbs in story and real life * Teacher will compare kelp forest in picture vs real life * Teacher will show pictures of forest with cedar trees in book and rea life * Teacher will show the haida people now vs then VS illustration in book * Teacher will show the video of the sea otter (national geographic) * Think- pair-square-share  1. “Why do you think that Jason’s own people killed the sea otters?”   Teacher will continue reading the story.  Teacher will tell paper passers to hand out the worksheets  Teacher will go over worksheet with the class   * Setting * Character   (put check mark to whether you like, dislike, cant stand, don’t understand)  (write a characteristic of the character)   * Authors purpose – check mark next to which you think applies   (Cultural values (life lessons, responsibilities)  Sharing creation stories (different than Christian creation stories)  Recording personal, family and community histories  Mapping the geography and resources of an area  Explaining the landscape, seasons, and local events  Healing  Entertainment)  Teacher will ask students to turn to their group for discussion questions   1. Where does the author connect the characters to their family and community. 2. Where does the author connect the characters to the land 3. How does Jason grow in his understanding of his personal, family, and community identity?   Teacher will move onto the students favourite part and a confusing part  Teacher will tell those who have finished filling out the form to flip it over and draw their favourite part on the back of the page. | **Students will**  Students will listen to teacher  Studets will observe the model  Students will think  Students will share with partner  Students will share with group  1 student from each group will share 1 idea to the rest of the class.  Students will observe pictures and make connections  Students will watch video of sea otter and make connections  Students will think  Students will share with partner  Students will share with group  1 Student from each group will share 1 idea to the rest of the class  Students will hand out worksheets  Students will follow along with teacher   * Listening to the teacher * Filling in the check marks * Discussing with their group members (3 questions) * Filling out their favourite and most confusing part * Drawing when they are finished | 30 mins  13 mins |

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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**  Teacher will have the paper passers to pass out an exit slip  Teacher will tell students to write down 2 things that they learned about haida culture, haida gwaii environment – anything new that they learned from the lesson  Teacher will ask the students to hand it in with their work sheet | Paper passers will hand out exit slips  Students will write down 2 things that they learned  Students will hand in their work | 5 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?*

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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***?**