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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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

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| **Grade** | K | **Topic** | Second Language - ASL |  |
| **Date** | March 3, 2021 | **Allotted Time** | 30 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?*

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| We have a student who is hearing impaired in our classroom. This is important for students to learn as it allows them to better understand this individual, and ways to better communicate with her. As well as making sure she is part of the learning community as a whole. Furthermore, we are currently reviewing numbers from 1-10 and this is a good way to reinforce the learning of those numbers. |

**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 |
| **In a safe and supported environment, I respond meaningfully to communication from peers and adults.**   * **Students will be learning how to communicate the numerals 1-10 in ASL.** |  |  |

**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 patience and time. | **Learning ASL can be very difficult, especially for students of ages 5 and 6. This FPPL will be incorporated into this lesson because, although this may be a new and difficult skill, with patience and time the students will be able to learn this new skill.** |

**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):  Viewing with intent helps us acquire a new language.  *Essential or Guiding Question(s):* |
| ***Do***  Curricular Competencies (Learning Standards):  Recognize the relationships between gestures, common facial expressions and meaning |
| ***Know***  Content (Learning Standards):  numbers 1-20 |

**STAGE 2: Assessment Plan**

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

* Observing the students perform the ASL sign

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* The cut and paste matching worksheet

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can use ASL to represent numbers. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by using the ASL gestures to sign the numbers.  Students will demonstrate their learning by matching the numbers on the worksheet with the proper sign. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to participate in learning the proper hand gestures. Students need to complete 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 need to participate and try to perform the correct gestures for the numbers 1-10.  Students must complete the matching worksheet with guidance from teacher or educational assistant.  Access/All | Students can do  Students can participate and perform the correct gestures for the numbers 1-10.  Students can complete the matching worksheet independently.  Most | Students could do/try to  Students could try to perform the correct gestures for the numbers 1-10 independently for the class.  Once the worksheet is completed, students could make a list on the back of their worksheet (using drawings or words) telling the teacher other words they would like to know in ASL.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Pictures of ASL 1-10 (on wall at the carpet)  ASL worksheets provided by Sue-Ellen Cassidy |

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

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| |  | | --- | | -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:**

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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 call all the students over to the carpet  Teacher will wait until everyone is being a STAR student (sitting crisscross applesauce, full body listening).  Teacher will tell students that today we will be learning how to use ASL to represent numbers.  Teacher will write the learning intention on the board and repeat “I can use ASL to represent numbers.”  Teacher will ask students if they know what ASL means?  Teacher will say that ASL is short for American Sign Language.  Teacher will say that we already use some forms of sign language in our classroom.  Teacher will ask students if they can show me some different gestures that we know in sign language.   * Toilet, play, how are you?, sit, job * Teacher will demonstrate   Teacher will say, even if you don’t use these signs, we still use around the classroom with our friend N.  Teacher will say that N understands 2 different languages, English and ASL – that is pretty neat!  Teacher will say that because N, myself, Mrs. Baumbach and Mrs. Webb are learning ASL from Mrs. Cassidy and Ms. Jamie, we thought it would be fun to teach all of our friends some ASL. | **Students will**  Students will come over to the carpet, sit on their dot spot crisscross applesauce and be fully body listening.  Students will listen to the teacher  Students will observe as the teacher writes the LT on the whiteboard  Students will think – maybe a student will answer if they have prior knowledge.  Students will listen to the teacher  Students will show some of the signs that we have been learning in class (i.e. toilet, play, how are you?)  Students will listen to the teacher. | 6 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 ask the class “how do we usually represent numbers on our fingers when we AREN’T using ASL”  Teacher will demonstrate  Teacher will ask the students to also participate.  Teacher will then show the students how ASL is different.  Teacher will demonstrate the hand gestures for ASL for numbers 1-10.  Teacher will point out for the numbers 1,2,4 and 5 are the same, but 3, 6,7,8,9 and 10 are different.  Teacher will point out the pictures on the wall – ASL vs non ASL representation of these numbers, showing them where they can look if they need another visual.  Teacher will work with the students on the numbers 1-10 using ASL.  Teacher will then call out a few random numbers and get the students to sign the number.  Teacher will then sign a few numbers and get the students to call out the number. | **Students will**  Students will show teacher how to represent numbers on fingers (not ASL).  Students will watch as the teacher demonstrates  Students will observe the teacher – full body listening.  Students will listen to the teacher.  Students will look at the wall and notice the pictures demonstrating ASL and non ASL number representations.  Students will follow along with the teacher, learning ASL for the numbers 1-10.  Students will show the sign in ASL for the number given by the teacher.  Students will call out the number being represented by the teacher. | 10 mins |

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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 take out the worksheet and explain the instructions to the students.  Teacher will tell the students “when I say go, get out your supplies and go to your desk. I will pass out your job.”  Teacher will hand out the job and help the students who need help.  Teacher will tell fast finishers to draw pictures (or words) on the back of things/words that they would like to learn in ASL. | **Students will**  Students will watch and full body listen as the teacher explains the worksheet.  Students will wait until the teacher says go and then get their supplies and sit at their desk while they wait for their worksheet.  Students will begin to cut up their worksheet and paste the correct ASL sign next to the correct number/number representation.  Fast finishers will draw pictures on the back of words they would like to learn in ASL. | 12 min |

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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 say “everybody stop, put your hands on the top and your eyes on me.”  Teacher will tell students that they did a great job learning all of the different signs today for the numbers 1-10.  Teacher will say that can continue to practice our numbers in ASL until it becomes easier, but learning takes patience and time so it may take a bit of practice.  Teacher will get the students to hand in their work on the rainbow table and get ready to go outside and play. | **Students will**  Students will stop, put their hands on their heads and look at the teacher.  Students will listen to the teacher.  Students will hand in their work and then get ready for recess. | 2 min |

**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***?**