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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** | Social Studies – Family Traditions |  |
| **Date** | Feb 22, 2021 | **Allotted Time** | 30 mins |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum  <https://summersolsticefestivals.ca/ssif/>  <https://www.facebook.com/HelloBC/videos/10155953885582683/> - Powwow Video (I cannot find it on another website/streaming site)  Celebrations Around The World | | | |

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

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| We are currently in a unit where we are learning about families and how each family is different. Our last lesson discussed the different types of activities that we like to partake in with our families, and how not every family do the same things together (all families are different). This is a continuation on from that because not all families celebrate/practice the same family traditions/celebrations/holidays. Students need to understand that each family is culturally different and therefore they may have different family traditions. This lesson allows them to engage in and to understand the different celebrations/traditions around the world. It also allows them to reflect upon their own life and identify what kinds of traditions do they have within their own family. |

**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 familiar settings, I communicate with peers and adults.**  **-**Students will be communicating with the teacher as well as their peers for this unit. They will be sharing their ideas with the class and their partners, as well as participating in class discussions around the learning intentions. |  | **I am aware of different aspects of myself. I can identity people, places, and things that are important to me.**  **-**This unit is all about family, more specifically their own families (identity). Students will be thinking and being aware about themselves and their families. Students will be contributing aspects the of their lives and family that are important to them. |

**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 requires exploration of one’s identity. | **This FPPL is embedded in this lesson because family and traditions are part of the individual’s identity. Being able to look at your family, who they are, what that means, what your familial traditions are allows you to learn and explore your family’s identity and your own identity. It also allows the children to learn about other people’s families and traditions and how they identify with that as well.** |

**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):  Stories and traditions about ourselves and our families reflect who we are and where we are from.  *Essential or Guiding Question(s):*  I can share my family’s traditions.  I can learn about other traditions from other families that are different than mine. |
| ***Do***  Curricular Competencies (Learning Standards):  Explain the significance of personal or local events, objects, people, or places.  Acknowledge different perspectives on people, places, issues, or events in their lives. |
| ***Know***  Content (Learning Standards):  Ways in which individuals and families differ and are the same.  Personal and family history and traditions. |

**STAGE 2: Assessment Plan**

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

Students participation in the class discussions.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Students will draw a picture of their own family tradition (worksheet) in their best drawing/colouring.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can share my family’s traditions.  I can learn about other traditions from other families that are different than mine. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by drawing a picture on their whiteboard of a tradition/celebration/holiday that they celebrate with their own families, and verbalize it to the teacher. Students will copy or trace the name of the holiday/tradition/celebration. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to be full body listening to the book and the video. Students need to think of a tradition/celebration/holiday that they partake in with their family. Students need to tell what the tradition is and draw it/something that represents it. Students need to tell the teacher what the tradition/celebration/holiday is. |

**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 verbalize a holiday/celebration/tradition that they celebrate with their family (N may need more guiding questions – i.e. “Do you celebrate… with your family?”) and draw something that represents that tradition. Students need to trace the name of the celebration written in highlighter by the teacher (or EA).  Access/All | Students can do  Students can draw a picture of 1 holiday/tradition/celebration that they celebrate with their family with help from prior examples provided by teacher. Students can copy the name of the celebration written by the teacher.  Most | Students could do/try to  Students could add 5 extra details.  Students could try to draw 2 holidays/celebrations/traditions that they celebrate with their family. Students could try to think of traditions that weren’t mentioned already.  Students could try to write the name of the celebration without help from the teacher (making their best guess using prior knowledge of phonics).  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Video of Powwow– laptop to show the video  Celebrations Around the World  Worksheets  Highlighter for teacher |

**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 students to the carpet and tell them to sit on their Dot Spot.  Teacher will wait for students to be sitting crisscross-apple sauce with eyes on me and will point out which students are doing the behaviour by saying “I spy with my teacher eye…”.  Teacher may hand out STAR tickets if STAR behaviour is observed (this may happen throughout the lesson).  Teacher will begin the lesson by summarizing what we learned last week about activities that we enjoy doing with our families.  Teacher will tell students that today we will be learning about family traditions and celebrations!  Teacher will tell students that “family traditions can be stories, beliefs, rituals and customs that are practiced from year to year. (can be passed down from generation to generation)”  Teacher will say that family traditions can be the celebrations of holidays.  Teacher will say that a family tradition that we have in our family is the celebration of Christmas. Show me your connection if your family also celebrates Christmas.  Teacher will tell students that not every family celebrates the same traditions because every family is different.  Teacher will tell students that we are going to look at this book to learn about some of the different kinds of celebrations that families have around the world. | **Students will**  Students will walk to the carpet, sit on their Dot Spot, sit crisscross-apple sauce, eyes on me, waiting quietly for their friends.  If given a STAR ticket, student will stand up and quietly walk to put it in the STAR bucket to add their ticket, and then walk back and sit down again.  Students will listen to the teacher with full body listening.  Students will raise their hands if they have any questions.  Students will use their fingers to show their connection, if they have one. | 5 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 open the book and begin to read some of the different celebrations around the world (this includes Holi, Diwali, Hanukah and Chinese New Year). Teacher will try to include all 4 but this will depend on time. If there is plenty of time, teacher will include more.  Teacher will ask students to show their connection if they also participate in this traditional celebration.  Teacher will close the book and tell students that there is a group of people who are not represented in this book but also have a neat tradition.  Teacher will tell students about the indigenous populations of Canada and how many of the celebrate the Summer Solstice – which is the longest day of the year.  Teacher will say that they usually celebrate the summer solstice by having a traditional ceremony called a Powwow.  Teacher will explain that a Powwow is a celebration where indigenous groups come together (gathering) and partake in celebrating, singing, dancing and eating with the community.  Teacher will tell the students that while we do our job, I will call groups over to watch a short video clip of a real-life Powwow called Kamloopa that is held every year in Kamloops. | **Students will**  Students will listen to the teacher with full body listening.  Students will look at the different pictures in the book.  Students will raise their hand if they have a question or would like to point out something that catches their eye on the page.  Students will show their connections with their fingers in they have any.  Students will listen to the teacher with full body listening.  Students will raise their hand if they have a question. | 8 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 show the students.  Teacher will tell the students that they are going to draw a picture of a celebration/holiday that their family celebrates every year.  Teacher will give examples of common family celebrations (i.e. Christmas, Thanksgiving, Easter, New Years Eve, Canada Day, Halloween, etc.)  Teacher will tell students that at the bottom of the worksheet it says, “My family celebrates (BLANK)” and I will come around and help you write the name of the holiday or celebration in the blank.  Teacher will ask students if they understand what they are supposed to do.  Teacher will tell students that when I say go, you can walk to go grab your supplies and then you may begin.  Teacher will hand out the worksheets.  Teacher will pull groups aside to watch the short video.  Teacher will walk around helping students write the name of their family tradition/celebration/holiday.  Teacher will tell fast finishers to add 5 extra details. If they are still finished early, students could draw a second family tradition on the back. | **Students will**  Students will watch and participate in full body listening as the teacher explains the worksheet.  Students will say yes or put a thumbs up if they understand what they are supposed to do.  Students will grab their supplies and sit at their table patiently while they wait for their worksheet.  Students will begin drawing a picture of the tradition that their family celebrates.  Students will come in groups as the teacher calls them to watch the video.  Students will watch the video.  Students will tell the teacher what their tradition is and as the teacher shows them how to write it, the students will copy or trace the word(s).  Fast finishers will add extra details and then draw a picture of a 2nd family tradition on the back. | 2 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 say “everybody stop, put your hands on the top, and your eyes on me” and wait for everyone to be following suite.  Teacher will say “so today we learned about traditions and celebrations of different families around the world”  Teacher will ask students if they celebrate all of the traditions we learned about with their own families?  Teacher will say “are all families the same?”  Teacher will say “even though you may celebrate the same holidays and traditions are your friends, that doesn’t make your families the same either. Every family is different!”  Teacher will tell students to hand in their work onto the rainbow table, sanitize their hands and get their outdoor clothes on for recess.  Teacher will make sure every student is following the instructions. | **Students will**  Students will stop what they are doing put their hands on the top of their head and look at the teacher.  Students will listen as the teacher talks, using full body listening.  Students will answer “no”  Students will answer “no”  Students will listen to the teacher with full body listening.  Students will take their job to the rainbow table, put their supplies away, sanitize their hands and get ready for recess. | 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?*

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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***?**