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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Nina Paterson** |

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| **Grade** | Kindergarten | **Topic** | Core Competencies and Aboriginal Education |  |
| **Date** | Thursday, Dec. 3, 2020 | **Allotted Time** | 40 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| BC’s New Curriculum. (2016). British Columbia Ministry of Education. Retrieved from: <https://curriculum.gov.bc.ca/>First Nations Education Steering Committee (FNESC). (2014). The First Peoples Principles of Learning. Retrieved at [http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP- POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf](http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-%20POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf)Catcha Bear and the Seven Teachings book |

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

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| This lesson is important because students are doing their first self-assessment out of three that they will do this year in Kindergarten. They are doing their first self-assessment at this time because it is the end of their time with their practicum teacher. This is their chance to reflect upon the learning that they have done with their practicum teacher, and the core competencies that they have explored. The core competencies that have been chosen are important because they are focuses relevant to the year of 2020, their first year in school, and this four week practicum. The self-assessment focuses on Indigenous ways of knowing and being, which are very important to introduce in Kindergarten as it is students’ first year in school. We will be using the bear as a model, as students have been studying bears in science, and have an interest in bears.  |

**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
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|  |  | **Students can share and reflect on their feelings.** **Students can try to make choices that keep themselves and others healthy and safe.** **Students can find balance in their work and their play.**  |

**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 ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.Learning is holistic, reflexive, reflective, experiential, and relational, focused on connectedness, on reciprocal relationships, and a sense of place).Learning recognizes the role of Indigenous knowledge.Learning involves patience and time. Learning requires exploration of one’s identity.  | **This learning teaches students to think about how their actions support themselves and those around them.** **This learning allows students to be reflexive and reflective in the way that they interact with each other and in their actions and behaviours. Self-reflection is important in students learning and allows them to modify how they behave.** **Students are using the bear of the seven sacred teachings to do their self-assessments. This shows recognition of Indigenous ways of being and knowing.** **Students must be patient with themselves if their self-assessment determines that they have room to improve. Students can take time to reach their goals for themselves.** **Students will explore their own identities through their self-assessments.** |

**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):Career Education KConfidence develops through the process of self-discoveryEverything we learn helps us to develop skillsLearning is a lifelong enterpriseSocial Studies KOur communities are diverse and made of individuals who have a lot in commonRights, roles, and responsibilities shape our identity and help us build healthy relationships with othersPhysical and Health Education KLearning about ourselves and others helps us to develop a positive attitude and caring behaviours, which helps us build healthy relationshipsGood health comprises physical, mental, and emotional well-being*Essential or Guiding Question(s):*Can I share and reflect upon my feelings?Can I try to make choices that keep me healthy and safe?Can I find balance in all my work and play?What does it mean to be courageous?How does the bear teach us courage?What was a time that I showed courage? |
| ***Do***Curricular Competencies (Learning Standards):Career Education KIdentify and appreciate their personal attributes, skills, interests, and accomplishmentsRecognize the importance of learning in their lives and future careersSet and achieve realistic learning goals for themselvesDemonstrate effective work habits and organizational skills appropriate to their level of developmentSocial Studies KUse Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.Physical and Health Education KIdentify opportunities to make choices that contribute to health and well-beingDevelop and demonstrate respectful behaviour when participating in activities with othersIdentify caring behaviours among classmates and within familiesIdentify and describe practices that promote mental well-beingIdentify and describe feelings and worriesIdentify personal skills, interests, and preferences |
| ***Know***Content (Learning Standards):Career Education KPersonal Development:* Goal-setting strategies
* Risk taking and its role in self-exploration

Connections to Community:* Cultural and social awareness
* Roles and responsibilities at home, at school, and in the local community

Social Studies KRights, roles, and responsibilities of individuals and groups. Physical and Health Education KPractices that promote health and well-beingCaring behaviours in groups and familiesEmotions and their causes and effects |

**STAGE 2: Assessment Plan**

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

Full body listening to instruction

Contributing to discussion

Participation

Image of act of courage

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Sentence about act of courage

Completed self-assessment

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | Students will perform a self-assessment using the core competencies and the bear of the seven sacred teachings. |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by performing a self-assessment, drawing a picture of their bravery, and giving a teacher a statement about their picture.  |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | Students must perform their self-assessment, draw their picture, and give a statement about their picture.  |

**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 doStudents must listen to story and instructions with prompting. Students must perform a self- assessment with guidance from the teacher. Students must draw a picture of them being courageous. Students must give a teacher a description of their image with prompting.Access/All | Students can doStudents can listen to story and instructions without prompting. Students can perform a self-assessment without needing guidance from teacher. Students can draw a detailed picture of them being courageous.Students can give a teacher a description of their image without prompting. Most | Students could do/try toStudents could receive a spark note for their listening. Students could add five details and five colours to their image.Students could give a detailed description of their image. Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Resources: * Personal/Social Self-Assessment sheets
* Bear image / courage template
* Catcha Bear and the Seven Teachings book

Materials* Pencil boxes
* Document camera

Preparation* Photocopy self-assessment sheet, and bear image / courage template
* Prepare an exemplar
* Find my bear
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**Organizational/Management Strategies:** *(anything special to consider?)*

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| Use timer to indicate how long we have for our activity.Remind students of two core competencies on the board.Use spark notes as positive reinforcement for behaviours.“Show me you are ready by doing X”“When you are ready for the next step, do X” |

**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** Invite students to meet me at gathering space and all sit down together. Instruct students to look around and determine if they are in a good-fit spot. Give students opportunity to move if they are not in a good-fit spot.Perform deep breathing exercise to calm: Five finger breathing. Introduce bear. Ask students what we know about bears, reasons for hibernation. Explain link to Indigenous beliefs about courage / Seven sacred teachings. Show Catcha Bear book.Read Catcha Bear book.Ask students what we learnt from book. Lead discussion about book, courage, bear, and connection to core competencies. | **Students will** Meet and sit at gathering space.Think to themselves if they are in a good fit spot. Move to a better spot if necessary. Follow five finger breathing exercises. Calm body down. Raise hand to respond to prompts.Respectful listening. Listen to reading. Raise hand to respond. | 10 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** Introduce activity: Self-Assessment. Point out current core competencies. Ask for ideas about other actions and behaviours that support our core competencies. Connect to story. Lead discussion about ways that we can show bravery. Explain what a self-assessment is. Remember to note not to look at each-others sheets or ask each other what they put – this is a personal activity.Show core competency self-assessment sheet.Explain meaning and importance of self-assessment.Invite students to ask questions or make comments about activity. Transition to desks: Hand out materials based on students respectful listening. Direct students how to perform self-assessment: Step-by-step for both statements:1. I can share and reflect on my feelings.
2. I can try to make choices that keep me healthy and safe.

When students are done each statement, give a thumbs up.  | **Students will** Share ideas with the class.Think about ways we can show bravery. Acknowledge that this is a personal activity, not to share with others. Look at sheet. Show full body listening. Raise hands to share questions and comments about activity. Show respectful listening and receive materials. Perform self-assessment, following teacher’s lead. Give thumbs up to indicate readiness for next step.  | 5 mins5 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** Remind students about bravery. Ask for suggestions of brave actions students can do.Ask to think about times when they were brave.When students are complete their self-assessments, instruct page 2:1st job: Write name2nd job: Think of: A time when I showed courage at school. If not at school, at home, in the community. Draw a picture of this.Monitor as students draw pictures.Scribe one phrase or sentence that describes the picture for each child.Respond to questions as necessary. Instruct students to include 5 details and 5 colours.  | **Students will** Speak about bravery. Raise hand to share suggestions about brave actions. Think to self about brave actions. Continue onto page 2. Complete two jobs:1st job: Write name2nd job: Think of: A time when I showed courage at school. If not at school, at home, in the community. Draw a picture of this.Continue to draw.Describe picture to teacher. Ask questions if necessary. Add details to image.  | 10 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** As students finish their bravery images, instruct them to colour their bears on the other side. Continue to scribe sentences for students.As time comes to an end, call students attention back to teacher. Ask for students to share about: Courage, the Bear, why we did a self-assessment, our core competencies.Dismiss to next activity.  | **Students will** Show picture to teacher. Flip page over and begin colouring Bear.Direct attention to teacher. Raise hand to share about Courage, the Bear, why we did a self-assessment, our core competencies.Move on to next activity.  | 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***?**