** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade/Class/Subject: | Grade 4/ Language Arts | School: | Sacred Heart |
| Date: | Feb 22, 2022 | Allotted Time: | 30min |
| Topic/Title: | Bio Poems: Creation | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| To get to know the students and write poems that students can explore their identities with; this section will focus on creating their base for what will be their bio poem. Students are encouraged to be creative with this piece and engage with the writing process.  Resource used: https://www.teacherspayteachers.com/Product/FREE-Bio-Poems-Made-Easy-Printable-and-Digital-124825 |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

|  |  |
| --- | --- |
| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Generating and incubating:  I can use my imagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas in new ways. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.  Students develop this competency by following the constraints of the bio poem worksheet, and then being creative in how they present their poem with as many words as they want or in more artistic ways. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

|  |  |
| --- | --- |
| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the 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 involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one's identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | Students are expected to explore the ideas that make them unique and write a poem based on their identity which allows students to explore how to present this creatively. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

|  |
| --- |
| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Language Arts 4   * Using language in creative and playful ways helps us understand how language works. * Language and text can be a source of creativity and joy.   Essential Question: How can I create a bio poem that represents who I am? |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

|  |  |
| --- | --- |
| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world * Use language in creative and playful ways to develop style   Students are expected to use their own knowledge of themselves to complete the worksheet that their poem will be based on. Students will also be encouraged to be creative in how they present their poem either by ordering the phrases differently or using a style of writing they like. | Strategies and processes   * writing processes   Story/text   * forms, functions, and genres of text * Literary devices   Students are expected to learn how different poems (specifically bio poems) can be represented and how they can use literary devices to enhance their poem. Students also engage in the writing process by creating their poem with the expectation that it will be edited and revised. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

|  |
| --- |
| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| Assessment Purpose: Formative  Learning Target: I can use knowledge about myself to create a bio poem.  Learning Type: Product  Assessment Method:  Students will know they are proficient when they have filled in at least half the boxes in their worksheet. They will know they are proficient when they have enough information to create their poem. Evidence of this will be documented on their worksheets which the teacher will examine as students are writing it and then collected at the end of the second lesson. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| By creating the worksheet for students to fill in their answers students are provided with the prompts needed to create a successful bio poem. Students who have trouble filling out their worksheets will have time to get some peer feedback as well as if students have trouble writing the words or spelling will be assisted by the teacher or EA’s.  All Students: must fill in at least 3 prompts on the worksheet and be able to transfer that information into a poem format.  Most Students: can complete the prompt worksheet and write that information out into a poem format.  Few Students: could use more creative language and change the poem format to better represent themselves. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * Bio poem worksheets * Exemplar poem |

1. **LESSON OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Introduce what a bio poem is and read exemplar. State the “I can” statement orally and written on the board before explaining expectations for this lesson. Expectations include that students should have at least 3 characteristics and 2 answers written for each prompt, but they can add more as well as be creative in their answers.  Students listen and share their experiences with poems and if they have ever done a bio poem before. | 5min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Brainstorm at least 5 positive characteristics as a class that can be written in the first box of the worksheet. Write these answers on the board so students can refer back to that.  +  Students provide characteristics they can describe themselves with.  Allow time for students to record ideas for each topic in the other 7 boxes.  +  Students write in the various boxes; they need at least 3 characteristics and 2 things written in every other box.  Once the majority of students have their sheets almost finished prompt them to begin writing their poem out on the given sheets. | 5min  10-15min  5-10min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Assign finishing their descriptive words of themselves for homework and if all students have finished this task assign writing the poem out.  Inform students that we will be editing these poems tomorrow and if we have enough time the next day, we will also decorate those papers. | 2min |

1. **REFLECTION** *(anticipate if possible)*

|  |
| --- |
| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
|  |