** DRAFT LESSON PLAN (REVISED 2022)** Block 2 – with EDUC 391 and EDUC421

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 1/ LA | School: | Glenview |
| Date: | May 26th/ 2022 | Allotted Time: | 20-25min |
| Topic/Title: | Question of the Day – Do you like spiders? | | |

1. **RATIONALE / LESSON ORIENTATION**

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

**BC’s Curriculum (Continuous Views):** <https://curriculum.gov.bc.ca/curriculum/continuous-views>

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| *Describe how this lesson is relevant currently with these students and why it’s important. What is the purpose of lesson? Make note of the context of the lesson, students, class, emergent learning needs, focus, special events, etc.* |
| To engage with the topic of opinion writing and allow students to explore the question: Can an opinion change?  Cite Resources:  Question of the day board  Question Prompts  Opinion worksheets; TPT and self-created |

1. **CORE COMPETENCIES**

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

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| **CORE / Sub-Core Competencies** *(Choose one as the primary focus for the lesson):* | *Scan the FACETS from BC’s Curriculum to choose the sub-core competency. Then select one “I can” statement from PROFILES. Describe how this “I can” statement is developed in the lesson.* |
| * COMMUNICATION – Communicating * COMMUNICATION – Collaborating * THINKING – Creative Thinking * THINKING – Critical and Reflective Thinking * PERSONAL AND SOCIAL –  Personal Awareness and Responsibility * PERSONAL AND SOCIAL –  Positive Personal and Cultural Identity * PERSONAL AND SOCIAL –  Social Awareness and Responsibility | Focusing on intent and purpose   * I can communicate purposefully, using forms and strategies I have practiced.   Students will be learning how to write an opinion through several lessons. They will be considering how to communicate an opinion effectively by utilizing language like the word “because” which communicates a reason for their choice. |

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)

**BC’s Curriculum (Indigenous Resources):** <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

**The First People’s Principles of Learning (Chrona, 2014):** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

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| **FPPL to be included in this lesson** *(Choose one as the primary focus for the lesson):* | *Consider the meaning of the FPPL chosen. Describe how this FPPL is embedded into the lesson and how Indigenous worldviews, ways, and perspectives are acknowledged.* |
| * 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 exploring how they feel about a variety of different subjects which requires to them to think of themselves as unique identities with different likes and dislikes. Each student will explore their identity in this way by being honest when they answer the question of the day. |

1. **BIG IDEAS**

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

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| *Look at the subject area(s) and grade level(s) under CURRICULUM on the BC’s Curriculum website.  Choose ONE (or two) Big Idea(s) as the primary focus of the lesson. (Cut and paste)*  *Describe how this lesson is contributing to this Big Idea. What are students expected to UNDERSTAND.* |
| Playing with language helps us discover how language works.  State one ESSENTIAL QUESTION to guide the learning.  How can I express my opinion on different subjects through writing? Can an opinion change? |

1. **LEARNING STANDARDS**

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

*NOTE: The Curricular Competencies and Content of BC’s Curriculum are assessed and evaluated for student learning.*

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| **Curricular Competencies**  *What are expected to DO in this lesson?*  *Choose one as the primary focus. (Cut and paste)*  *Briefly describe it will manifest in this lesson.* | **Content**  *What are students expected to KNOW in this lesson?*  *Choose one as the primary focus. (Cut and paste)*  *Briefly describe how it will manifest in this lesson.* |
| * Plan and create a variety of communication forms for different purposes and audiences * Exchange ideas and perspectives to build shared understanding   Students are expected to engage with the question of the day over several lessons focusing on sharing their ideas before they use written language to communicate their opinion to others. Students will exchange ideas with each other to build on their understanding of an opinion.  **(THE VERB OF THE LEARNING TARGET/INTENTION)** | Strategies and processes   * Writing processes   Language features, structures, and conventions   * Sentence structure   Students are expected to know how to write phonetically checking their work as they go. Students will also be expected to know how to format a sentence for opinions expressing this through language like the word “because”.  **(THE NOUN OF THE LEARNING TARGET/INTENTION)** |

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>

*NOTE: The Assessment Plan begins developing in Block 2 during EDUC 421. Please refer to those learning resources.*

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| *How will students demonstrate their learning or achieve the learning target/intention? How will the evidence be documented and shared? How are students assessed? (i.e., self-assessment, peer assessment and teacher assessment.) What tools, structures, or rubrics are used to assess student learning (e.g., Performance Standard Quick Scale)?* |
| * Is the assessment formative or summative? Describe.   Formative; Students will be doing two required opinion worksheets per week which will be examined for accurate and phonetic representation of their chosen opinion.  Summative; taking place in week 3 or 4 with worksheets that do not provide the word because on them.   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can communicate my opinion**   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Performance   * What Assessment Method is being used?   Written response and personal communication (i.e., selected response, written response, performance assessment, personal communication)   * How will you be assessing (or evaluating) student learning?   Students will be evaluated on their ability to express their opinion   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Verbal communication of opinion on some days and written communication when there is a provided worksheet twice a week.   * Will you be using a rubric? What questions will be asked? Please include these in this section.   No  **Reference: Classroom Assessment for Student Learning: Doing It Right – Using It Well (Chappuis & Stiggins, 2020)** |

1. **DESIGN CONSIDERATIONS**

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

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| *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.* |
| **Planning for Diversity:**  Refers to Universal Design for Learning (UDL): Key resource: <https://udlguidelines.cast.org/>   |  |  |  | | --- | --- | --- | | ALL STUDENTS | MOST STUDENTS | FEW STUDENTS | | I must do…  Engage with the question of the day board.  Participate in conversation related to the topic.  Choose an opinion they agree with.  How are all learners included? | I can do…  Participate in conversation  Write about their opinion and provide a picture of their chosen option.  What will most students do? | I could do…  Write about their opinion with detail.  What extensions can you take? |   Instructions for EA (if applicable):  Assist students where needed. |
| **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.* |
| * Question of the Day Board * Question Sheets * Opinion Worksheet/ day |

**8. INSTRUCTIONAL DESIGN (ALTERNATIVE FORMAT)**

Putting BC’s Curriculum, First People’s Principles of Learning, and Assessment Plan into action. Looking for coherence.

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| **Instructional Steps** | **Teacher will:** | **Student will:** | **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 the question of the day: Do you like spiders?  Allow 2-5min for students to discuss the question   * As a class OR * Think pair share | Be sitting on the carpet ready to discuss the question  Depending on the activity students will raise their hand to ask a question of talk with the person nearest to them about the question. |  |
| **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* | Introduce the story “I’m trying to love spiders” by Bethany Barton  Before reading the story discuss with students that for this book the teacher will be calling some students up to help, but this will have to be very quick when it happens. Ask if there is any student willing to demonstrate how to come to the front quickly and quietly.  After finishing the story prompt students with the question: After reading this story has your opinion about spiders changed?  Allow 3-5 students the opportunity to share before asking students to write about their opinion.  Discuss any key words students might use when expressing their opinion in writing.  After all questions and key words have been asked students are given some time to complete the worksheet or write in their journal.  If it is a journal entry, they do not have to write about their opinion specifically. | Full body listening should be shown when teacher is reading.  Can raise their hand to share their question or comment OR share their story if teacher uses popsicle sticks to randomize.  Ask any questions and tell teacher if there are any words, they think they will use for the specific topic.  Write for 5-10min either on the provided worksheet or in their journal. Additionally, students will be allowed time afterwards to colour their prompt. |  |
| **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* | If students finish early their options are:  Jumbled words  I spy  Ask students to hand in their work to the appropriate place. | Complete their worksheet and choose a given job option if they finish early.  Hand in their worksheet to Miss Howards Hand In bin or return their journal to the front. |  |

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

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| * *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?* |
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