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

**Candidate’s name:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade/Class/Subject: | Grade 1/ LA | School: | Glenview Elementary |
| Date: | June 2/ 2022 | Allotted Time: | 40min |
| Topic/Title: | Story of choice – I don’t know what to call my cat | | |

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>

|  |
| --- |
| *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.* |
| Reading students a variety of stories varying from fiction to non-fiction allows students to engage with different subjects before doing a partner activity to support the learning.  Cite Resources:  PGPL |

1. **CORE COMPETENCIES**

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

|  |  |
| --- | --- |
| **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 | Acquiring and presenting information  - I acquire the information I need for specific tasks and for my own interests and present it clearly.  Students will be learning about the elements of a story before reading a story and presenting that information through a worksheet. |

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/>

|  |  |
| --- | --- |
| **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 is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). | Reading a story or texts allows students to recognize the connectedness of literacy with many other subjects or topics, and a way to learn new things. Students are able to recognize how stories connect us and teach us about the world around us. |

1. **BIG IDEAS**

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

|  |
| --- |
| *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.  Can I use what I know about stories to identify the beginning, middle, and end? |

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.*

|  |  |
| --- | --- |
| **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.* |
| * Recognize the structure and elements of story   Students will be identifying the beginning, middle, and end within the story before presenting this information through writing and drawing.  **(THE VERB OF THE LEARNING TARGET/INTENTION)** | Story/text: elements of story  Students are expected to know who the characters are in the story as well as where it takes place. Students will also be expected to know where the problem and solution take place within the story.  **(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.*

|  |
| --- |
| *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.   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can identify the beginning, middle, and end of a story.**   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Knowledge   * What Assessment Method is being used?   Written response (i.e., selected response, written response, performance assessment, personal communication)   * How will you be assessing (or evaluating) student learning?   Through the worksheet and engagement with the story   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   1 full sentence and 1 coloured box min   * 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)

|  |
| --- |
| *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 modeling the worksheet on the smart board students who have trouble with writing can refer back to the board when they need help  **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…  Sit and listen to the story asking questions if they need it.  Completion of 1 sentence with 1 accompanying picture  How are all learners included? | I can do…  Complete the worksheet with help from the smart board.  What will most students do? | I could do…  Complete the worksheet with different sentences than the example.  What extensions can you take? |   Instructions for EA (if applicable):  Help 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.* |
| * Book * Worksheet x16 |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 book, “Uh-Oh It’s the Unicorns!” By Stephanie Moss  Write on white board the 3 things a story needs and pair this with the idea of the beginning, middle, and end of the story.  Begin reading | * Prompt with predictions based on the title of the book * OR with the theme of characters, setting, or problem | 5min  10min |
| **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* | After reading is finished prompt students to identify the beginning, middle, and end of the book.  Once students have identified these elements model the writing job on the white board.  Finish by asking students if they have any questions or comments before beginning.  \*\*This lesson is going to be a little fun with a few extra engagement activities added to it as a fun way to end practicum | * Students are to show their best listening skills and full body listening * Students can raise their hand if they have a question or comment * Students are expected to participate as much as they feel comfortable. | 5min  2min  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* | Early finisher tasks will include   * Jumbled Words * I spy | Hand in their work to the IN bin before choosing an early finisher task. |  |

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?* |
|  |