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

**Candidate’s name:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade/Class/Subject: | Grade 1/ LA | School: | Glenview |
| Date: | May 26/ 2022 | Allotted Time: | 30min |
| Topic/Title: | Story of choice- T. Rex and the Impossible Hug | | |

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  Glenview Library |

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 | Analyzing and critiquing   * I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn   Students will be analyzing the chosen story exploring the concept of story elements through questioning and making predictions about the parts of the story they recognize. |

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.* |
| Stories and other texts can be shared through pictures and words.  State one ESSENTIAL QUESTION to guide the learning.  Can I identify the beginning and end of the story? |

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.* |
| Comprehend and Connect   * Recognize the structure and elements of story   Students will be identifying the story elements in “Tiny T. Rex and the Impossible Hug” which they will later write about. | Story/text   * elements of story   Students are expected to know who the characters are and the setting. They will be expected to know how to show this through drawing or writing. |

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, this lesson is preparing students for their buddy project creating a book.   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   I can identify the beginning and end of this story.   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Knowledge   * 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?   Through observation and the completion of the worksheet with at least 1 full sentance   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Participation in discussion, 1 full sentence, and drawing. |

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.* |
| **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 raising a hand to answer prompts.  Identify the elements of the story through personal communication.  Complete half the worksheet | I can do…  Ask well thought out questions pertaining to the chosen story.  Finish the worksheet written and drawn portions. | I could do…  Finish the worksheet with extra details in any area. |   Instructions for EA (if applicable):  Help 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.* |
| * Worksheet x16 * Story |

**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* | Show Youtube song:  <https://www.youtube.com/watch?v=m3WHmmYTHeE>  Place worksheets as it is playing.  Introduce “Tiny T. Rex and the Impossible Hug” | Students can wiggle in their seats, sing to the music, or dance on the side of the carpet if they want.  Raise a hand to ask questions or make comments | 4min |
| **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* | * Prompt students to identify the elements of the story before reading. * Character, Setting, Problem * Talk about the focus for today; identifying the beginning and end of the story. * Begin book   After finishing the book ask students to identify the beginning and end of the story as well as the problem and solution.  If there are no more questions show the worksheet on the smart board modeling what students should be writing.  Give students time to complete the worksheet. | * Students are to show their full body listening engaging with the story meaningfully * Students can raise their hand if they have a question or comment * Students are expected to participate as much as they feel comfortable. * If a popsicle stick is pulled and that student can choose to pass | 15min  2min  5min  10-15min |
| **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 they may do either of these jobs   * I am coloring sheet * Tree word search | Hand in worksheet to the IN bin.  Take a handout if finished early. |  |

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?* |
|  |