** 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: |  | Allotted Time: | 30min |
| Topic/Title: | Story of choice – the circle of caring and sharing | | |

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.* |
| Reading students, a variety of stories varying from fiction to non-fiction allows students to engage with different subjects before doing an activity to engage learning. In this lesson students will be learning about elements of a story focused on character, setting, problem/ event.  Cite Resources:  PGPL  Glenview Library |

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 | COMMUNICATION – Communicating  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/>

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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. | 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. This story will introduce students to the idea of a sharing/ talking circle which students will use to connect in many areas. |

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.  Can I use what I know about stories to identify the characters and setting? |

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.* |
| Recognize the structure and elements of story  Students will be identifying the characters and setting 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 identifying the main problem in the story through conversation.  **(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   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can identify the characters and setting in 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 observation and marking the worksheet   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Writing one sentence identifying character or setting and drawing their response   * 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.* |
| By asking prompting questions throughout the reading all students will be able to participate. Writing the response to the character and setting worksheet on the white board students will be able to refer back to this if they struggle with the writing portion of the assignment.  **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.  All learners are included when Miss Howard tries to allow all students the chance to talk and engage with the consideration of time.  How are all learners included? | I can do…  Ask well thought out questions pertaining to the chosen story.  Finish the work activity with at least 50% accuracy.  What will most students do? | I could do…  Engage with the text meaningfully helping other learners or completing the chosen work activity with 90% accuracy.  What extensions can you take? |   Instructions for EA (if applicable):  Help students wherever possible |
| **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.* |
| * The story of caring and sharing * X16 worksheets |

**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 book of choice  The circle of caring and sharing  By  Introduce to students that we will be talking about parts of a story today; ie: character, setting, and problem.  What is a character?  What is a setting? | * Prompt with predictions based on the title of the book * OR with the theme of characters, setting, or problem | 2min  2min |
| **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* | Ask 3-6 questions related to subject area   * Who has heard of or been in a sharing circle before? * Why was the fox upset? * How did a sharing circle help the foxes?   After finishing the story teacher will introduce worksheet focusing on character and setting.  On the smart board teacher will write/ model what students will need to write; the character in the story is…… the foxes or owl. The setting in the story is…… a field. What was the main problem in the story? One fox pushed the other into the river.  Give students time to start their worksheet. \*Students may not finish this sheet today due to time constraints. | * 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. * Once in a while Miss Howard might call on someone without their hand up(?) depending on if they are listening or not. * When students go to do their worksheet they will sit at their table and raise their hand if they need help. * Students can use the teacher model on the board to write their sentences before they colour/ draw the character and setting of the story. | 10min  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* | Finish by asking students to hand in their papers at the desk | Hand in their worksheet |  |

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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