** 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 19/ 2022 | Allotted Time: | 30min |
| Topic/Title: | Story of choice – Tiny T.Rex Choice  |

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 the problem and solution in a story. Cite Resources:PGPLGlenview 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 – CommunicatingAcquiring 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 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/>

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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 storyStudents will be identifying the problem and solution within the story before presenting this information through writing and drawing.**(THE VERB OF THE LEARNING TARGET/INTENTION)** | Story/text: elements of storyStudents 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 and the solution which will have an accompanying worksheet to clarify learning.**(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 problem and solution within 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 the problem and solution as well as a drawn 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 problem and solution worksheet on the white board students will be able to refer back to this if they struggle with the writing portion of the assignment. This will also allow students to follow the teachers model with a visual.**Planning for Diversity:** Refers to Universal Design for Learning (UDL): Key resource: <https://udlguidelines.cast.org/>

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| ALL STUDENTS | MOST STUDENTS | FEW STUDENTS |
| I must do…Sit and listen to the story asking questions if they need it. Students will be able to provide a drawn example of their response, and if a student is struggling with the writing portion they may be allowed to complete only one side of the sheet if necessary.How are all learners included? | I can do…Ask well thought out questions pertaining to the chosen story. Complete both the drawing and written portion of the assignment with the help of the teacher example.What will most students do?  | I could do…Engage with the text meaningfully helping other learners.Complete the worksheet with attention to detail.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.* |
| * X16 worksheets
* Books
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**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* | Give student choice during question of the day between: The Tiny T. Rex and the very dark dark or The Tiny T. Rex and the impossible hug.Introduce the “winning” book and that we will be learning more about the elements of a story again. Put the same prompts as last class up and ask students to provide the 3 things a story needs. Students will be focused on the problem and solution this class.  | * Prompt with predictions based on the title of the book
* OR with the theme of characters, setting, or problem
* Raise their hand when they have an answer
 | 2min2min |
| **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 during reading.After finishing the story teacher will introduce worksheet focusing on problem and solution.On the smart board teacher will write/ model what students will need to write.Ask if there are any questions beforegiving students time to start their worksheet.  | * 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.
* 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 problem and solution.
 | 10min5min10-15min |
| **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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