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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Emily Dodd** |

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| **Grade** | K | **Topic** | I Like Me |  |
| **Date** | Feb 18th, 2020 | **Allotted Time** | 35 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |

I Like Me by Nancy Carlson

<https://curriculum.gov.bc.ca/curriculum/career-education/k/core>

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| It is important that students recognize that they are unique individuals who have their own strengths and interesting attributes. This lesson gives students space to consider what they like about themselves in a judgement free area. This will help with their self confidence and recognition of own identity. Students will practice their language skills by coming up with their own sentence and copying it down. We will use a talking circle to close to allow for all students to share their thoughts and opinions.  |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
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|  |  | **I am aware of different aspects of myself. I can identity people, places, and things that are important to me.**With some help, I can identify some of my attributes. I can identify objects or images that represent things that are important to me and explain what I like and dislike. |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning requires exploration of one‘s identity. | This lesson focuses on students identifying what parts of themselves they like. The learning they are doing is about their identity, and specifically positive aspects of it.  |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):Confidence develops through the process of self-discovery.*Essential or Guiding Question(s):*Who am I? What do I like about who I am? |
| ***Do***Curricular Competencies (Learning Standards):Identify and appreciate their personal attributes, skills, interests, and accomplishments |
| ***Know***Content (Learning Standards):roles and responsibilities at home, at school, and in the local community |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Discussion of book and what they like about them

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Picture/ description of what they like about themselves.

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* |  I can identify something that I like about myself (physical attribute and something they do) |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Participation in discussion Picture  |
| Criteria:*What do students need to do to meet or achieve the learning intention?* |  Students listen respectfully to their peers. Students are able to identify and draw a reason that they like themselves.  |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must doI can listen respectfully to my peers. I can contribute to the discussion but may be off topic.With prompting can identify an attribute that they like about themselves. Teacher may scribe their response for them.Access/All | Students can doI can listen respectfully to my peers. I can contribute to the discussion. I am on topic.Can identify an attribute that they like about themselves. Students copy the sentence the teacher scribed for them. Most | Students could do/try toI can listen respectfully to my peers. I can contribute complex points to the discussion. Can identify an attribute that they like about themselves. Students are able to write part of the sentence independently. Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| I Like Me! By Nancy Carlson Worksheet  |

**Organizational/Management Strategies:** *(anything special to consider?)*

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|  Talking stick during closing part to ensure everyone gets a chance.  |

**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** Gather students at carpet. * Student helper, rings the bell, calls for cleanup, students move to carpet

Focus attention * If you can hear me…

Introduce learning intention * Today we are going to talk about our identity? What does that word mean?
* It isn’t showing off or bragging, we all need to like thing about ourselves, and we should be able to recognize the things that make us special and unique.
* L.I = I can identify (tell someone) one thing I like about how I look and one thing that I do.
* To help us think of some thing we like about us, we are going to read this book – I Like Me
 | **Students will** Student helper rings bellStudents clean up snack and anything else they may have out, come to carpet. Follow actionsListen, raise hand to comment or ask questions  | 5 minutes |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will** Sing story songRead book * Pause to ask questions or make comments

I want everyone to think of one thing they like about themselves. Something they can do, or maybe something they like about how they look. Don’t say it yet, just think of it and raise your hand when you’ve got one. * Wait for a few students to have raised their hands, call on one or two.

Model activity on the board* Draw a box for a page
* Draw image
* Fill in sentence about what is going on.
* You are all going to come up with your own thing to write, and we will write the sentence for you to copy.

Help hand out papers | **Students will** Sing along, follow actions Listen, raise hands to voice comments/ask questions Listen, raise hand when they have through of something.If called on, share their thoughtListen, watch, raise hand to ask question. Hand out person will hand out papers, when other students get their papers they can return to their desk.  | 10 minutes |

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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** Monitor and assist Write down sentences for students to copy. | **Students will**  Think of a physical attribute that they like and something they do.* e.g I like my blue eyes. I like that I help people.

Students will draw an image of themselves that shows off their physical attribute and the skill/personality trait. Students will tell their sentence to a teacher. They will copy the sentence.  | 15 minutes |

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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will**  Gather students attention* clapping

Call them to the carpetOur learning intention was to be able to say one thing we liked about our bodies and one thing we liked about who we are. We’re going to go around the circle, with the talking stick, and if you would like, you can say what you like about yourself. You can pass if you want to. Start talking circlePass to your left because you lead with your heart.Dismiss students for gym. | **Students will** Focus attention, clap rhythm Come to carpet, sit in a circleListenPass stick around circle (left), say their “I like me” thought if they would like. | 5 minutes |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**