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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** | Jig (Dance, Fine Arts) |  |
| **Date** | March 16th | **Allotted Time** | 60 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |

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

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| It is the week of St. Patrick’s Day. Jigs are a traditional dance of Ireland but they are also a part of Metis culture which is more significant to Canadian and Indigenous history. Students will be given a brief introduction to Metis culture, and how the jigging is tied to that. If we learn the dance with no context it will mean very little to students. Jigging is difficult, so students will be told to try their best. After the dance we will sit down and discuss what they learned and what they liked with a partner, so that everyone gets a chance to share their ideas with someone. A few students will then be asked to share their ideas with the group. |

**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 |
|  |  | **I recognize and can explain my role in learning activities and explorations, and I can give some evidence of my learning.**  **I can describe how some specific choices can affect my well-being and participate in activities that support my well-being.** |

**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 recognizes the role of Indigenous knowledge. | **We have been learning an Indigenous dance for this lesson. This will give students the opportunity to interact with Indigenous knowledge and culture. We will talk about how the dance evolved, and how it differs from the dances that inspired 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):  People create art to express who they are as individuals and community.  *Essential or Guiding Question(s):*  How does dance change depending on the person |
| ***Do***  Curricular Competencies (Learning Standards):  Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts |
| ***Know***  Content (Learning Standards):  traditional and contemporary Aboriginal arts and arts-making processes |

**STAGE 2: Assessment Plan**

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

Observation of students dancing – are they putting in their best effort? Are they following the movements? Are they on rhythm.

Observation of student partner discussion

SUMMATIVE ASSESSMENT: (Assessment of Learning)

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can follow along with the movements of the dance to the best of my abilities.  I understand that different cultures have dances that reflect their identities. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will follow the instructions to the best of their ability  Students will discuss with a partner what they learned during the lesson |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Attempt to follow the instructions to the best of their ability  Say one thing they learned to a partner |

**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 do  Follow the steps at the slowest pace, but not to any rhythm  As the song gets faster, they are off rhythm and/or not following the movements  With prompting can say one thing that they learned or name something they learned not related to the lesson  Access/All | Students can do  Follow the steps at the slowest pace and stay on rhythm  As the song gets faster they are on rhythm some of the time and/or still following the movements we’ve taught them  Without prompting can say one thing that they’ve learned  Most | Students could do/try to  Follow the steps at the slowest pace and stay on rhythm  As the song gets faster they can stay mostly on rhythm. They may add their own flair while doing the steps (turning, etc.).  Can name multiple things that they’ve learned  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| <https://www.youtube.com/watch?v=894xfQ7mvUc&t=196s> – How to  <https://www.youtube.com/watch?v=YjRklt49Aqk> – Intro to Jig |

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

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| There were be 40 students in the gym – will need to speak louder (stepping back and pulling my mask down for the directions).  Amy will be close by 3 of her students who are likely to become dysregulated  We are in the gym, which excites students and makes it harder to concentrate. Having them leave the circle and come back allows for small movement breaks. Using a video will also hold their attention better.  As I am dancing or demonstrating the video at the front, will need to monitor students. Will try to get their attention without going up to them at first (eye contact, followed by calling their name if eye contact does not work, followed by going up to them). |

**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 student’s attention   * If you can hear me….   Can someone tell me what dance we learned last week in gym?  We are learning another Indigenous dance today, but before I tell you what it is, what special day is happening this week?  Right, St. Patrick’s Day, that is an Irish holiday. In Ireland, they have a special dance called the jig but did you know it is also done by the Metis people here in Canada? That is what we will be learning today.  Can anyone here tell me something about the Metis people?  \*In case children do not cover it –  The Metis people are descendants of First Nations and French fur traders. They are a unique culture based off aspects of both these people. | **Students will**  Students will enter the gym, sanitize their hands, and run around the gym twice before coming to the circle closest to the doors  Focus attention   * Follow directions   Students raise hand, answer if called upon  Students raise hand, answer if called upon  Students raise hand, answer if called upon | 2 minutes  1 minute  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**  I am not Metis, so to show you what jigging looks like and to tell you a bit about it I am going to show a video. It’s a bit hard to see from here, so in a moment everyone should go find a spot where they can clearly see the video. Before that, what were the rules Ms. Ardley talked about last week about the projector? (Do not touch the projector, stay away from the cord, do not run).  Once we go over the rules, release students to find a spot.  Play video once students have settled  Call students back to the circle – may need to refocus attention  What did you guys think of the video? What did you learn from the video? Or what did you like about it?   * Metis jigging is from Indigenous dances and French step dancing * Wear moccasins * Make a horse sound with your feet * 2 steps * Metis national anthem   Cover any information students may have missed.  We are learning the Red River jig. You’re going to notice that we learn steps that are different from the ones she does. Anyone have an idea why?  Explanation to make sure we cover the main point –  Did you know that dancing is part of art? When you do art in the classroom, does it all look the same? No, your art is a representation of who you are, and dancing is part of that. Different people do it different ways because people are different.  So, we are going to learn the Red River Jig, but before you all move there is one more thing we need to talk about. My class, we talked about this when we learned Dalketh, how can we be respectful when learning something new? (trying our best, participating). So, I want everyone to try their best, and be respectful. | **Students will**  Raise hand, answer if called upon.  Students get up and find a spot in the gym  Students come back to the circle  Raise hands, answer if called upon  Raise hand, answer if called upon  Raise hand, answer if called upon | 2-3 minutes  1 minute  6 minutes  3-5 minutes  3 minutes  2 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**  Now, everyone can do find a spot in the gym. But first, can I be by the mats? (no). Can I be over here (go to an empty spot in the gym)? (yes). Can I be over here (standing on the cord)? (no). Here (by projector)? (no). Here (another random spot in the gym)? (yes).  O.K, you can all go find your spot.  Start video.  Pause video to give students extra time to try the step. (1:13)  Demonstrate the step at the front while students practice it more  Play video, pause at 1:26  Continue to demonstrate the movement at the front  Play video, pause at 1:43  Continue to demonstrate the movement at the front  Can everyone show me the first move again?  Do movement with students  When the music changes, what do you do then?  Do movement with students  It is going to be a bit faster  Play video  Follow video with students, saying when the movement changes.  Pause video at 3:16.  Now it is going to get really fast, and they are going to show us how they dance. You don’t have to follow along for this part, you can just watch them or you can try to do the steps we’ve learned to the music.  Play video  So now we are going to try this without the video, can everyone show me the first step?  Practice step with them  What about the second step?  Practice step with them  I am going to play the music from my phone, and we are going to try and follow along. If you would like, you can try turning around while you do it like the first video, or you can just do the steps  Play music, call out when it changes  Dance with students  Great job everybody, can we all meet in the circle so we can rest | **Students will**    Call out yes or no depending on the spot.  Go and find their spot in the gym.  Listen to the video  Hope from one foot to another following the video  Continue to practice the step  Follow movement in video – hop, hop, hop, kick  Continue to practice movement  Follow movement  Continue to practice movement  Show the first movement  Demonstrate second movement  Follow video  Either try and do the moves we’ve learned to the faster music or just watch the Metis dancers as they perform  Practice first step  Practice second step  Dance, following the movements we’ve learned and adding their own flair if they would like  Students move to the circle | 2 minutes  2 minutes  1 minute  3 minutes  5 minutes  2 minutes  2 minutes  2 minutes  3 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**  That was great! I am impressed with how hard everyone tried. Did you have fun? Thumbs up  Can everyone find a partner and talk about one thing they liked and one thing they learned today? You have 2 minutes  Assist students in finding a partner if need be  Monitor partners and conversations  Can I have everyone’s attention up here? Would anyone like to tell me what they talked about with their partner? Just one thing  Pick a few students to speak  O.K, I need you to go and make two lines by the door, one for Mrs. Stratton’s and one for Mrs. Fast’s class. | **Students will**  Students give thumbs up if they had fun  Students find a partner, discuss the things they liked and what they learned  Raise hand, answer if called upon  Students line up | 1 minute  2 minutes  2 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***?**