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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Daniel Mulhall** |

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| **Grade** | 2 | **Topic** | Social Studies 2 – Community Rings |  |
| **Date** | December 1, 2020 | **Allotted Time** | 55 mins |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| [https://curriculum.gov.bc.ca/curriculum/social-studies/2/core#](https://curriculum.gov.bc.ca/curriculum/social-studies/2/core)  ‘Our Class is a Family’ by Shannon Olsen  ‘Be You!’ by Peter H. Reynolds | | | |

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

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| This lesson is a direct continuation from the last Social Studies lesson on community. Students will scaffold their learning as the concept of community is explored in more detail. A continued look at our classroom as a community will occur. Community and belonging is a crucial lesson for students to understand. This lesson will continue to help students understand how a community celebrates diversity and how we are all unique. This will help build connections and community inside the classroom. Students will explore how they are unique and how the classroom can work together to support one another.  The activity will directly connect to the jigsaw activity we did last lesson. The rings activity will provide another visual for how every part of us is connected in our classroom community. The rings created t the end will be used for our party on Thursday when we will celebrate our classroom community. |

**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 |
|  |  | **This lesson will continue to help students develop social awareness and identity. The theme of community and place will help students explore what it means to be a part of a community. Students will understand that communities are made up of different people and how differences should be celebrated This will help students on their understanding of how to be responsible and compassionate citizens. The topic of community will be explored as it relates to the students sense of place (the classroom).** |

**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 ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors | **“Responsibility to family and community is also supported by the concept that “we are all related”, a view of the world deeply held by most Indigenous peoples in North America”**  **Students will continue to understand how their classroom community helps them grow, and how they can help their classroom grow in return. A sense of belonging and connection to place will be the focus of this lesson. Students from all backgrounds and cultures will be celebrated with a focus on supporting our individuality and the community at large. Students will develop an understanding of how everyone is connected and how all members of a community share common goals and experiences.**  **The ring activity will provide a visual example for how everything that makes us who we are, is connected and supports the community.** |

**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):  **Canada is made up of many diverse regions and communities.**  *Essential or Guiding Question(s):*  What does our classroom community look like? How can we visualize how we are all connected using the rings activity? What is a community? How do we build community? What are the responsibilities of being a part of a community? How can we support each other? How can we support diversity? How can we celebrate diversity? How are our differences strengths? How does each piece of the How can we share things about ourselves to celebrate our differences? How can we support our classmates? |
| ***Do***  Curricular Competencies (Learning Standards):  Explain why people, events, or places are significant to various individuals and groups  Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events |
| ***Know***  Content (Learning Standards):  how people’s needs and wants are met in communities  diverse characteristics of communities and cultures in Canada and around the world, |

**STAGE 2: Assessment Plan**

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

Students will learn through discussion and teacher reading of the books. Learning will happen as each student shares something about themselves that is unique and how it fits into the larger classroom community. Students will learn as they wonder and question ideas. Students will also learn as they listen and reflect on their classmates sharings. A student focused discussion will happen which will allow each student time to reflect.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Each student will need to hand in 5 ring will be collected at the end of the lesson and used to assess student understanding. The puzzle piece will allow students to demonstrate their understanding of what they bring to their classroom community.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn how every community consists of many kinds of people.  Students will continue to see their classroom as a community, where we support each other and work together.  Students will learn a respect for diversity and what makes us different.  Students will learn how their differences are strengths and how communities are made up of a variety of people and perspectives.  Students will learn how a community is connected with the rings activity. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning in the competition of their 5 rings for the rings activity.   Students will show their learning as they interact and respond to new ideas presented in the books and in class discussion.  Students will demonstrate their learning in their responses to questions and prompts, allowing them to demonstrate their understanding of the key topics in this lesson. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to be actively listening and engaged in the class discussions. Students need to reflect and consider what makes them unique. Students need to listen to their classmates. Students need to show respect for all diversity in their classroom. Students need to complete their 5 rings, demonstrating an understanding of what they bring to their classroom community. |

**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  Students need to listen to the readings of the books.  Students need to listen to the class discussions.  Students need to complete their 5 rings.  Access/All | Students can do  Students can listen to the readings and reflect on what the books mean and what they are telling them.  Students can participate in the discussions and add to the conversation.  Students can complete their 5 rings with unique aspects of themselves.  Most | Students could do/try to  Students could try to demonstrate and understanding of the deeper messages of the books by answering questions and sharing thoughts.  Students could try to demonstrate a deeper understanding by sharing insightful thoughts during the class discussions.  Students could try to complete 5 or more rings, demonstrating an understanding of what makes them unique and what they bring to their classroom community.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| 5 x 22 = 110 cut pieces of coloured paper (extras in case of mistakes).  Stapler with staples for connecting rings  Markers/pencil crayons/crayons  ‘Our Class if a Family’ by Shannon Olsen  ‘Be You!’ by Peter H. Reynolds |

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

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| Have pieces of papers (rings) precut before class in a variety of colours  Think about a few examples of what students can put on their 5 rings (elements of themselves, their strengths, favourite subject, etc).  Consider space! The carpet may be best for al students to share in a circle! |

**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**  Put 2 minutes on the timer and announce that reading time will end in 2 minutes (this will help assist students with transitioning to the next lesson).  When the 2-minute timer is up, ask all students to put their books away in their appropriate places. Ask students to meet on the carpet when ready.  Once students have gathered on the carpet, gather the attention of the class, and begin the lesson.  Hold up ‘Our Class is a Family’ by Shannon Olsen. Advise class I would like to read this book to them, and I would like them to consider what the book’s message is.  Pause reading every few pages to elaborate or explain a concept as it relates to this classroom!  After finishing the book, ask a few students to tell the class something they learned from the book (key themes about being ourselves and celebrating our diversity).  Thank all for sharing.  Tell the class I would like to read one final book before we start our activity!  Hold up ‘Be You!’ by Peter H. Reynolds. Advise class I would like to read this book to them, and I would like them to consider what the book’s message is.  Pause reading every few pages to elaborate or explain a concept as it relates to this classroom! | **Students will**  Put books away in proper place and begin to transition into Science.  Find a spot on the carpet, being aware of carpet expectations regarding personal space and behaviour.  Listen as ‘Our Class is a Family’ by Shannon Olsen is read by the teacher. Listen out for the theme/message and consider what it is saying.  If called upon, share what the books taught them or something that stuck with them!  Listen as ‘Be You!’ by Peter H. Reynolds is read by the teacher. Listen out for the theme/message and consider what it is saying. | 15 mins |

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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, skillsand/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Using the popsicle sticks, ask 3-5 students to share something they learned from the books. Help direct student answers to the themes of being ourselves, diversity, and embracing what makes us different!  Advise students I would like them to consider what skills or perspectives they bring to the classroom community.  Last lesson we focused on this as well, so students should have some ideas.  Allow discussion to continue as students ask questions and share things about themselves. Celebrate and be enthusiastic about all shares.  Hold up one of the precut paper stripes to the class. Ensure all students are focused before beginning the directions:  Advise students:  - Each student will pick 5 strips of paper; they can be any colour (preferably colours they like)  - Each student will need to write something about themselves on each strip of paper. This can be something unique and special, or their favourite subject, favourite book, something about their family, something about their appearance. It can be anything, as long as it is about them!  - They will then colour and add details to the strip of paper (make this clear)  - When a strip is complete, advise students to bring them to me on the carpet.  - I will be on the carpet with a stapler and will start the chain/connecting the rings when they come up with a completed strip.  Ask if there are any questions and answer them as they arise.  Allow students to select their first paper strip (have them laid out on the carpet. | **Students will**  If called upon, share what the books taught them or something that stuck with them!  Consider what skills, perspectives, strengths, or uniqueness they bring to the class. Support each other.  Discuss as a class and show respect and consideration for all who choose to share something with the class.  Listen and follow along as the teacher models the activity for the day.  Raise hand to ask question if something is unclear to them.  Select first strip of paper. Chose a colour that resonates with them or one that they like or will be connected to what they plan to write about. | 5-8 mins |

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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**  Allow students to get their first strip of coloured paper. When student shave picked their colour, ask them to return to their seats and begin working on them.  Wander the room and check in with all students to ensure everyone knows how to start and how to complete this assignment.  Certain students may struggle with getting started on this, so have a few ideas ready to offer them (“you really like reading, you could add some books to a strip?” or “You have a cool pet at home, maybe you could draw your pet and write a little about it? What is it named?”  Continue to wander until the first few students start completing their first strip. Then return to the carpet with the stapler and start the chain.  When the first few rings are connected, ask the class to freeze and show them how the chain will look! Ask them to consider how each students work is only one piece of the larger completed work.  Ask them to return to their work.  Every time a student completes a ring, have them get another strip of paper to begin a new one.  Students should complete around 5 strips (with the understanding some might complete less, and some might complete more, but 5 is the expectation).  Continue to allow students to work at their own pace. Check in and answer questions as needed. | **Students will**  Get first strip of paper and return to desk.  Begin to work and draw/colour/write on their strip.  Check in with teacher as they wander the room.  Ask questions if something remains unclear to them.  When first strip is completed, move to the carpet, and allow the teacher to staple it onto the chain that is started.  Consider how their chain contributes to the overall chain and how each students work is only one piece of the larger completed work.  When a ring is completed and handed in to the teacher, to be added to the chain, pick up another strip of paper and start working on that.  Use class time wisely to try and meet the expectation of 5 completed strips. | 25-35 mins |

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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**  Provide reminders of time remaining when it gets close to the end of the lesson. Ask students to finish up the strip they are currently working on.  When the class time is up, ask all students to finish up and hand in the strip they are working on.  Suggest there may be time to finish this up during morning jobs or if they finish other work early!  Thank everyone for their hard work and remind students of how our diversity makes up our community and how it should be celebrated!!!  End the class on a positive and cheerful note!  Ask students to tidy their desk area, put away colouring tools, and get ready for the end of day. | **Students will**  Listen as reminders of time are provided.  When class is over, hand in the strip currently being worked on.  Reflect back on learning and think about how their classroom is a community full of lots of different and interesting people!  Tidy desk area, put away colouring tools, and get ready for the end of day. | 5 mins |

**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***?**