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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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

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| **Grade** | 4 | **Topic** | Languages 4 – Second Language - Dalkelh (Early Explorer First Contact) |  |
| **Date** | March 4, 2021 | **Allotted Time** | 55 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/languages/5/>  <https://firstpeoplesprinciplesoflearning.wordpress.com/>  <https://www.firstvoices.com/explore/FV/sections/Data/Athabascan/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/stories/d60ddfe3-487e-4d30-8f1a-a3a09be67579> | | | |

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

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| In their social studies 4 unit, students have been learning about early Canadian explorers and the early settling of Canada/first contact. These lessons have explored the miscommunications between French explorers and First Nations (Cartier misnaming Canada based on the word for village). This lesson will fall between these lessons and introduce students to the local BC First Nations language (Dakleh). This lesson will connect Social Studies and Language curriculum into one engaging lesson that progresses both subject units.  A focus on respect and communication will be at heart of this lesson. Students will engage in an activity that demonstrates what happens when two groups of people with different ideals/worldviews meet. Then the lesson will progress into learning some Dakelh languages, before a discussion about communication.  There is a new student in the classroom this week, who struggles with communication. This lesson will help the rest of the class understand the context of someone who struggles with =communication. This new student has also shown signs of understanding sign language, so this lesson will reference sign language in the discussion.  The local Dakleh language will be explored and listened to using the accredited source (firstvoices.com). |

**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 |
| **Students will develop communication skills as they learn about communication using new languages. The idea of communicating will go deeper than just spoken language, as they will have to listen to Dakelh language and find meaning. Communication will be developed in new ways as students think about languages in ways they have not thought of before.**  **Dakleh and sign language skills will be explored through participation and discussion about what communication is. Discussion will help students develop in these areas.** |  | **Students will learn about the culture earl French/Englisgh explorers and First Nations (Dakelh). Students will learn how language influences culture and how identity is made up of a lot of components. Through discussion, students will see how their own language influences their own cultural identity. Seeing things through other perspectives will help students develop an understanding of themselves. A positive cultural identity will be explored as students listen to/speak/and engage with the Dakelh language.** |

**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 is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)**  **Learning recognizes the role of Indigenous knowledge**  **Learning is embedded in memory, history, and story** | Students will learn through an experiential activity at the beginning. This activity will build context and help students understand the differing perspectives of two different groups of people. This activity will also build empathy and help students understand where the explorers and indigenous differed, and how they were similar. This will encourage students to look at history through different lenses.  This lesson will also be holistic and support academic and social/emotional growth in the students.  The entire lesson will be reflexive as students will be required to reflect on their learning.  The lesson will be connected to the student’s local place and land.  Authentic indigenous learning will occur in this lesson. Students will listen and learn about the Dakelh language through a proper source (first voices). Students will hear the Dakelh language spoken and begin to listen to find out what the word “sus” means. Students will also practice some Dakelh words and begin to build vocabulary in local indigenous language skills.  The learning in this lesson will come from history and story. The story for the bear “sus” will help students learn and is directly connected to the big idea of this lesson: “Stories help us to acquire language.” |

**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):**  Both verbal and non-verbal cues contribute meaning in language.  Stories help us to acquire language.  ***Essential or Guiding Question(s):***  How can we understand cultural differences?  How does our worldview affect our perspective of others?  How can we look past differences and find similarities?  How can we learn about local Dakehl language?  How can we develop our indigenous language skills?  How does learning new languages help us develop our English skills?  How did language play a role in early Canadian exploration? |
| *Do*  **Curricular Competencies (Learning Standards):**  **Thinking and communicating**  Comprehend key information in slow, clear speech and other simple texts  Comprehend simple stories  Interpret non-verbal cues to increase comprehension  Use various strategies to support communication  Seek clarification of meaning  **Personal and social awareness**  Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge |
| ***Know***  **Content (Learning Standards):**  First Peoples perspectives connecting language and culture, including oral histories, identity, and place  common, high-frequency vocabulary and sentence structures for communicating meaning  ethics of cultural appropriation and plagiarism |

**STAGE 2: Assessment Plan**

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

Students will demonstrate their learning through active participation and engagement. Teacher will check in with students and scan their understanding to formatively assess.

A small exit slip at the end of the lesson will help the teacher to formatively assess the students understanding/takeaways of this lesson.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

There will be no summative assessment in this lesson. The lesson is experiential, and the learning will occur through participation.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will begin to learn/recognize the traditional Dakehl language.  Students will understand what communication represents.  Students will learn the importance of communication skills.  Students will engage in an activity that will provide context for communication.  Students will connect their learning to their current Social Studies unit.  Students will learn how early Canadian explorers interacted with First Nations. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their leaning through active participation in the beginning activity.  Students will show their learning through active discussion and sharing of their ideas/thinking.  Students will contribute to the lesson by sharing ideas and insights.  Students will demonstrate their learning through discussion.  Students will demonstrate their leaning through completion of the exit slip at the end of the lesson (show what you learned/know). |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to actively listen and participate in the activity,  Students need to listen to the First Nations story.  Students need to reflect on what communication represents.  Students need to make connections with their Social Studies unit. |

**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 participate in the beginning culture activity.  Students need to listen to the Dakleh story being shared.  Students need to listen and reflect upon the class discussion.  Access/All | Students can do  Students can participate in the beginning culture activity and try to understand what it represents/teaches us.  Students can listen to the Dakelh story being shared and try to understand the meaning of it.  Students can contribute to the class discussion and share their thinking.  Most | Students could do/try to  Students could try to act as leaders in the beginning culture activity, understand what it represents, and explain what it taught them.  Students could try to understand the Dakleh language and assist other students with their understanding.  Students could try to share their thinking, assist others in their thinking, and share their insights to assist other students.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Laptop ready to go with firstvoices.com ready to go (bear story).  Space in classroom for beginning activity.  Communication with EA for how best to support Nicholas and Arooma during the lesson.  Exit slips printed and ready to be used.  Checking of firstvoices.com to ensure it is an authentic and credible source to be used (FPPL) |

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

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| Consider the flow of the lesson and how it ties into the larger units currently being taught. Consider how this lesson will contribute to the Social Studies unit.  Consider how to authentically include FPPl into this lesson (oral learning).  Consider behaviour during opening activity (involve EA in this consideration). |

**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**  Advice students they have 2 minutes left for planners (planners is a pre-established routine). These transition announcements help support all students.  After the 2 minutes, ask students to tidy up their desks and get ready for the next lesson.  Gather the attention of the class.  Explain that we will be doing a fun activity to demonstrate communication and its importance.  (A pre-conference with the EA before this lesson is crucial for this next step)  Ask half of the class to quickly come outside of the classroom (make it clear which students are included in this half).  With this half of the group, advise them of how the activity will work:   * “you are from a culture that LOVES direct eye contact, proximity, and lots of smiling! That is how you show politeness! Lots of eye contact and lots of smiling!!!! Try to get to know them! Talk about Iron man A LOT! You love iron man, and you can’t believe they have never heard of iron man! Talk about iron man a lot, while smiling, and staring at them! Be persistent! Be close!”   Ask them to go inside the class and remain quiet.  Take the other half of the classroom into the hall and advise them of how the activity will work:   * “” you are from a culture that thinks direct eye contact is RUDE! Never make direct eye contact! Never smile! Smiling is a sign of aggression! If someone smiles at you, it is a threat!! You have never heard of Iron man and think it is a made-up word! You think people being close to you is rude! Keep to yourself and don’t look at people in the eyes and keep to yourself!”   Ask them to go inside the class and remain quiet.  Advice the class I would like both groups to meet for 2 minutes.  Set a timer.  Allow the 2 groups to mingle and interact for 2 minutes. It should be organized chaos as the first group tries to smile and talk about Iron man and the other group avoids them and doesn’t respond. Allow the activity to play out until the point is made.  When the time goes of (or the activity naturally ends) regather the focus of the class and have everyone take their seat.  Ask someone from group 1 to explain what happened from their perspective (they should say that group 2 was rude and avoided them).  Then ask someone from group 2 what happened from their perspective (they should say that group 1 was aggressive and, in their face,).  Ask students to turn to a partner and discuss what they think happened.  Regather the focus of the classroom.  Ask a few students to share what they think happened.  Direct the conversation towards “the two groups had different perspectives” and naturally lead the students to this understanding.  Explain how the activity was set up and explain this is what we will be exploring today: when 2 different culture meet and the miscommunications that can occur!  Allow discussion to evolve naturally here (student questions). | **Students will**  Listen as a reminder of transitions is provided.  Tidy up desk and get ready for next lesson.  Focus on teacher.  Listen as the activity is introduced.  If in first group, go into hallway as directed, and listen to the directions for the activity. Plan how they will meet the expectation of their group.  Return to the classroom.  If in second group, go into hallway as directed, and listen to the directions for the activity. Plan how they will meet the expectation of their group.  Return to the classroom.  Begin the activity.  Wander the room and mingle with everyone, interact exactly how the instruction outlined (group 1: make direct eye contact, smile, talk about iron man, and get close) (group 2: avoid eye contact, avoid people, be quiet, hide).  When the time goes off, return to desks, and focus on teacher.  Offer insight into activity (what happened).  Offer insight into activity (what happened).  Turn to partner, discuss what happened and what they think the miscommunication was.  Refocus.  Share ideas of what happened.  Follow along as the teacher guides the conversation.  Listen as the activity is explained and consider what it means/represents.  Ask questions if needed. | 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**  Explain to student that communication is key, especially between 2 different groups (connect to activity).  Explain how the early Canadian explorers struggled with communication with First Nations. (We have been covering First Contact between settlers and First Nations, but not in this dept yet. Allow the conversation/discussion to progress naturally).  Brainstorm with students (include them in the conversation). Ask them to consider how communication between 2 different cultures/languages could happen. Allow time to this conversation to develop naturally (answer questions as they arise and consider all perspectives).  As the conversation progresses, advise we will be listening to a story read in Dakehl. Ask students to listen carefully and try and guess what the story is about.  The story is:  Oobut Unduda  The Tummy Ache  And it about a bear who eats too much.  The repeating word “sus” is what I want students to listen out for (to see if they notice that every page features the same word.  If they notice this, allow the conversation to develop naturally.  Continue to click through all 16 slides of the story (playing them in traditional Dakehl language).  At the end of the story, ask students to discuss with their partner what they thought the story was about. This is to help them consider how hard it is to understand a new language.  Allow a few minutes for this discussion. Circulate the room and check in with all students, ensuring they are on the right track with their partner talk. Offer guidance or assistance as required. Answer questions as they arise.  Regather the focus of the class.  Ask a few students to share their thoughts about what the story was about.  Begin a conversation about how hard it is to understand a story in a different language. (provide some insight into other languages and sign language here: Raisa speaks Arabic and Arooma knows sign – incorporate these 2 languages into the discussion for inclusion).  Advise we will be learning some Dakelh to make this story easier to understand! | **Students will**  Listen as communication importance is explained and discussed.  Follow along as the Social Studies unit is directly connected to this unit.  Brainstorm as a class, consider how communication between 2 languages could happen.  Listen as the story is played for the class.  Listen out for repeating words and share with the class the strategies they used to try understand what the story was about. Share thinking with class in discussion.  Follow along through all 16 slides.  Discuss with partner.  Check in with teacher.  Ask questions for clarification as required.  Refocus.  Share thoughts or listen to those who are sharing thoughts.  Participate in discussion about different languages. | 15 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**  Play the sound for bear “sus” (<https://www.firstvoices.com/explore/FV/sections/Data/Athabascan/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/words?category=460e2e75-1ff8-41e3-b8ed-b8461b8adfa8&page=5&pageSize=10>)  Ask students if they recognize the word. They should say that it is the word from the story.  Explain that “sus” is the Dakelh word for bear.  Ask students what they think the story is about now. They should see the connection that the story is about a bear. Ask them how they were able to make that leap with just one word? Have them reflect and discuss.  Continue to play other Dakelh words and explaining what they mean in English (the repeating words from the story are food, house, hunter, and full so make sure these words are reviewed).  Slowly, the story they listened to will begin to take shape as more repeating words are defined for them.  Continue to practice the Dakehl words, having the students repeat the words after listening to the audio clip.  Ask them to consider how understanding the meaning of the words changed their understanding of the story.  Replay the entire story:  Oobut Unduda  The Tummy Ache  This time ask them to make another guess about what the story is about.  Have them reflect how this time their guess was a lot more accurate. | **Students will**  Listen as the sounds are played.  Consider if they recognize the words.  Listen as “sus” is explained.  Consider what the story is about now.  Think of connections.  Share ideas and thinking with the class.  Listen as other Dakehl words are shared.  Practice the Dakehl words out loud.  Consider how their understanding of the individual words changes their understanding of the story.  Listen again as the story is played.  Make another guess. | 15 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**  Replay the story for the final time, but this time provide the English translation.  Have them really explore the Dakehl language and how it influenced the telling of the story.  Allow students to ask questions.  Have a class conversation about languages and cultures. Tie it back to the early explorers we have been discussing in our Social Studies unit.  At the end of the lesson, hand out the quick exit slip. Ask students to share something they learned about languages from this lesson.  This exit slip will be a way to see what the students learned/took away from this lesson.  These exit slips will be formative assessment and allow me to decide if another 2nd language lesson is required for this class (guide my instruction).  Allow a few minutes to complete the exit slips.  Collect the exit slips and begin the transition to the next lesson. | **Students will**  Listen to the story played for the final time.  Explore the Dakehl language.  Ask questions.  Participate in the class discussion.  Take the exit slip and follow the instructions.  Fill in the exit slip and hand it in to the teacher.  Begin the transition to the next lesson. | 5-10 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***?**