** LESSON PLAN**

**Candidate’s name:** Brenna Lovely

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| Grade/Class/Subject: | Grade 3 / Mrs. Norton / ELA | School: | Suwilaawks Community School |
| Date: | Tuesday February 21, 2023 | Allotted Time: | 45 minutes |
| Topic/Title: | Tune In to Interesting Words – Pre Pink-Shirt Day Diversity Lesson  |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| This lesson will take place the day before Pink Shirt Day to promote kindness and respect and to celebrate the diversity within our classroom. This lesson will tie into the current English Language Arts unit that we are doing on reading strategies. This week’s focus is on the Daily 5 Café reading strategy “Tune in to Interesting Words” so we will be using that strategy to come up with unique descriptive words that students can use to describe their classmates. It is important to note that we will discuss positively describing the unique qualities of our fellow classmates in a way that does not focus on their appearance.  |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| [x]  COMMUNICATION – Communicating[ ]  COMMUNICATION – Collaborating [ ]  THINKING – Creative Thinking[ ]  THINKING – Critical Thinking[ ]  THINKING – Reflective Thinking[x]  PERSONAL AND SOCIAL – Personal Awareness and Responsibility[ ]  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity [x]  PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication:*** I am an active listener; I support and encourage the person speaking
* I can work with others to achieve a common goal; I do my share

**Personal Awareness and Responsibility:*** I can participate in activities that support my well-being, and tell/show how they help me

**Social Awareness and Responsibility:*** I can participate in classroom and group activities to improve the classroom, school, or community
* I can contribute to group activities that make my classroom a better place
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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)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| *[x]* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. [x]  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). [x]  Learning involves recognizing the consequences of one's actions.[ ]  Learning involves generational roles and responsibilities.[ ]  Learning recognizes the role of Indigenous knowledge.[ ]  Learning is embedded in memory, history, and story.[ ]  Learning involves patience and time. [x]  Learning requires exploration of one's identity.[ ]  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | Students will be working collaboratively as a class as they circulate and come up with positive adjectives for their classmates. This lesson will help them develop healthy relationships with themselves, their peers and the teacher. It supports the well-being of the self, and it requires recognition of the consequences of one’s actions such as the impact of interactions with peers.  |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| * Curiosity and wonder lead us to new discoveries about ourselves and the world around us.
* Confidence develops through the process of self-discovery.
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1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:***What are students expected to do?*  | **Content:***What are students expected to learn?* |
| * Use sources of information and prior knowledge to make meaning
* Make connections between ideas from a variety of sources and prior knowledge to build understanding
* Use developmentally appropriate reading, listening, and viewing strategies to make meaning
* Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
* Identify and appreciate their personal attributes, skills, interests, and accomplishments
* Recognize the importance of positive relationships in their lives
 | Students are expected to learn reading strategies, oral language strategies, metacognitive strategies, and cultural and social awareness.  |

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>

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| *How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?* |
| Students will demonstrate their learning by participating in the brainstorming session as a class (thinking of descriptive words to add to the “Word Collector” anchor chart that they can refer to during the activity) and by contributing words to their classmates’ sticky notes. Assessment will be formative at this time. Students will complete a self-assessment. They will do a “check-in” with themselves before the activity and then another check-in afterwards to see if they feel any differently. They goal is that the activity will consist of “bucket filling” and students will feel more positively towards themselves and their classmates after completing the lesson.  |

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.* |
| This lesson is very inclusive as the words will be completely personalized to each individual student, and writing them is attainable for each student in the class. There are two students who will need additional support from the teacher staying on task and selecting words from the anchor chart. The teacher will assist these two students during the activity portion of the lesson. Students who want to challenge themselves can choose to solely use “Triple Scoop Words,” which we have talked about previously or include the descriptive word in a sentence to form a compliment (something we have also practiced – how to give genuine, meaningful and specific compliments). The lesson is cross-curricular with English Language Arts and Career Education.  |
| **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.* |
| Anchor book: If You Plant a Seed by Kadir Nelson Anchor chart paper with different colour markers Sticky notes and pencils  |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **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* | Have students meet at the carpet and get into a comfortable seated position facing the teacher. Students have assigned seats so they will know where to go. Remind students that tomorrow is Pink Shirt Day which is a day that promotes kindness, inclusion, diversity, and respect. Ask students what diversity means to create some discussion. Explain how diversity in our classroom makes everything more interesting because everyone has unique characteristics that they bring to our classroom which make it diverse. Ask students how boring life would be if we were all exactly the same!Say: “In honour of Pink Shirt Day and to celebrate diversity we are going to participate in a fun activity to highlight the unique qualities of everyone in our classroom.” | 5ish minutes |
| **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*
 | Hook: read “If You Plant a Seed” After reading the story to students, create some discussion around the main ideas from the story. Point out how powerful it was when the rabbit planted the first seed of kindness and how it manifested into so many more acts of kindness. Ask students, “What are some examples of how we can “plant a seed” a kindness for others?” Explain that it can be simple. For example, smiling at someone, holding a door for someone, inviting someone to play with you or saying something kind to someone.” Direct students’ attention to the anchor chart titled “Word Collector” and remind students of the reading strategy we are focusing on this week. Ask students, “What makes a word ‘interesting’?” Take some examples.Now ask students for some interesting words that we could use to describe people in our classroom that would make them feel good about themselves and will remind them of what makes them special. Begin by adding a few examples. Demonstrate an example. Say, “if I were going to choose some words to describe Mrs. Norton, I would say that she is thoughtful, expressive, and passionate.” Ask students for examples of words we could add to our chart. If students have difficulty coming up with words, start describing different characteristics and have students guess what that descriptive word may be. When adding words to the word collector make sure to give a clear definition of what each one means (or have a student define them). There are a few ESL students in the classroom who may not understand certain words at first. You can ask students to give a “thumbs up or thumbs down” if they understand the definition. This method of checking has been working well for the ESL students as they are not shy when it comes to letting the teacher know if they are not understanding something. Once there are many examples of words on the chart paper, explain how the activity will work:Say: “Everyone will get a pencil and a sticky note. I will place the sticky note on your back. Then you will walk around the room and write kind words on your classmates’ sticky notes that describe them as a person.” Remind students that this is a kindness activity, so the words must be “bucket fillers,” and explain that the goal is to highlight what makes everyone unique or to “plant a seed” because maybe people don’t recognize certain qualities within themselves. They might appreciate that quality and light up when you point it out to them!Have students take a minute to look around the room at their classmates and think about the unique things that everyone contributes to the class. Then distribute the sticky notes and pencils and have students begin. Assist the two students who will need some additional support. Have them look at the chart paper for ideas, or they may have ideas of what they want to say but need help with the spelling.Once students’ sticky notes look relatively full of words, have them sit on the carpet. Ask if anyone is okay with me sharing the words they received on their sticky notes. Select a few examples and read them aloud.  |  |
| **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*
 | Give students some time to read over their sticky notes. Ask them to check in with themselves and see how they feel after doing the activity. Conclude the lesson by inviting students to be aware of how our words and actions affect others and remind them of the difference they can make by “planting seeds of kindness” everywhere they go. Begin the next round of Daily 5. |  |

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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| This lesson was very well received by students. All learners were engaged and participated in the activity, which isn’t always the case in this classroom. Students loved the story “If You Plant a Seed” and were very eager to volunteer different adjectives to add to the classroom “Word Collector”. There was a buzz of excitement once students started getting their sticky notes and were able to move about the classroom to write kind words on their classmates’ sticky notes. It was very touching to see students’ being intentional to include a certain student who has Autism and be extra encouraging and kind to him throughout the activity. Once the activity was over, students were very excited to read their sticky notes and some really wanted to share the words and compliments that they received. When students completed their check-ins after the activity most students noted an approvement in how they were feeling. I believe I modelled and acted within the Professional Standards of BC Educators – especially Standards 1, 3, and 5 by creating an inclusive learning environment, being well prepared, and setting clear expectations. |

**Notes to the Teacher**

This lesson is important because our class has been having some issues regarding kindness. Some students have been struggling to be kind to others, and emotions have been running high. I have been working closely with my coaching teacher and the school counsellor to deal with these issues, and this lesson fit perfectly into our plan of trying to bring awareness around being kind to others and acting in “expected” ways in the classroom – which is something we have been talking about frequently. One student has been very “hands-on” with some students and aggressive towards others in the school, causing the rest of the class to feel uncomfortable or on edge around him. Another student has been caught numerous times going through other students’ desks and backpacks and taking their stuff. Because of this, and because we all need a good reminder to be kind, I have been reading lots of books related to social-emotional learning. For example, I have read “What if Everybody Did That?” by Ellen Javernick and “Somebody Loves You Mr.Hatch” by Eileen Spinelli, which students seemed very engaged in.

I also invited the school counsellor to come into our classroom to do a lesson on “expected vs unexpected” behaviours at school. She also spoke to students about examples of times when they should report to an adult because we had a parent e-mail some pictures of bruises her son had as a result of someone in the classroom kicking them repeatedly. This month (February) has been suitable for spending extra time talking about kindness because of Valentine’s Day and Pink Shirt Day.

Our classroom consists of learners who have very different backgrounds and life experiences. We have four students who have recently immigrated from other countries to Canada and speak languages other than English at home. The class has many Indigenous students – including twins who recently moved to Terrace from Haida Gwaii - who experience different levels of their culture at school and home. There are students of different races, genders, and economic backgrounds. Some students are being raised by single mothers, single fathers or are a part of a nuclear family. Regardless of their background or life experiences, each learner in the classroom can participate in this lesson and gain something valuable from it. The lesson does not discriminate and can be adjusted to fit all learners’ needs. It allows students to reflect, recognize, and celebrate the unique qualities everyone brings to our classroom.