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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Brivee Mueller** |

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| **Grade** | Kindergarten | **Topic** | ELA – Fact Pocket Practice on Venus Fly Traps |  |
| **Date** | June 8th, 2021 | **Allotted Time** | 60 Minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/english-language-arts/K/core>  All Three Writing Templates [From Coaching Teacher]  Video or Book | | | |

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

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| This lesson is important because the students have learned about and been practicing using their ‘fact pocket’ to inform their writing. This lesson will be good practice for the students on a subject that is interesting and engaging for them. Due to the students coming to the end of the school year, this will also be good writing and printing practice to get ready for grade one. |

**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 |
|  | **Critical Thinking:**   * **“I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.”** * **In this lesson, the students are going to use their existing ‘fact pocket’ knowledge with the new knowledge they will be learning about Venus fly traps [the topic for today’s fact pocket writing.** |  |

**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 embedded in memory, history, and story. | **In this lesson, all of these aspects of history, memory and story are intricately connected. The teacher will read a story to the students to get them thinking about the different ‘facts’ that they know.**  **History and fact are very interconnected concepts. In this lesson the students will share their own knowledge and remember what they have learned in class.**  **Student’s interests are also very prominent in this lesson because the topic for this lesson has been chosen based on their own expressed interests in previous classes.** |

**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):  Language and story can be a source of creativity and joy.  Stories and other texts can be shared through pictures and words.  *Essential or Guiding Question(s):*  How can I use my fact pocket to write about something that I have learned? |
| ***Do***  Curricular Competencies (Learning Standards):  Use language to identify, create, and share ideas, feelings, opinions, and preferences.  Explore oral storytelling processes – making meaning of texts. |
| ***Know***  Content (Learning Standards):  Letter formation and distinction between drawing and writing [some students are moving into sentences as well]  Concepts of print  Phonemic and phonological awareness |

**STAGE 2: Assessment Plan**

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

The story or video will be about Venus Fly Traps – which is a new topic that the students have not learned about previously. This will be a fun and interesting topic of interest for the students, as they all really like non-fiction writing [especially the boys].

After the video, we will have a class discussion on the venus fly traps – what did they already know, what did they learn, what was interesting to them. Students can show their learning by engaging in the class discussion, listen to one another and write about the fly traps while using their fact pocket.

Note – the previous writing jobs will determine a gradual release and a small writing reminder on a topic that most students need [ex. Such as spacing or ‘stop sign’ period use]. Students who need these reminders will stay behind and get a quick mini lesson on the topic. After this mini lesson, then the students can go do their writing job.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

After the students have finished their writing job, the teacher will be able to tell from what they wrote about and the picture they drew if they understood the job and the learning intention of this lesson: to use their fact pocket to write about a fact they learned about the fly traps.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can use my fact pocket to write what I learned about a new topic: venus fly traps.  I can learn new things by watching educational videos and books.  I can use my own interest and knowledge to choose a topic for my writing.  I can stretch words to hear the initial, medial, and/or ending sounds.  I can listen to feedback and develop my writing skills. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students show that they are listening to the story and show they can make connections with the stories or their peers.  Students will raise their hands to share their ideas or questions.  Students are sounding out their words into letter sounds when they are writing their words [for both labeling and sentence work]  Students will write using their fact pocket to find topics to write about. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students writing will be on task and their drawings have details.  Students writing and letters will match their ideas and the words letter sounds.  Students in group A can read their sentences to the teacher and show they remember what they wrote down. Students in group B and C can read what they wrote down. |

**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  Draw a picture and label their picture. Trying their best to at least do beginning and ending word sounds.  Students can try and write one sentence on the lines and read it to their teacher (even if the spelling is not perfect there is effort they had tried and attempted to match the letter sounds in words).  Students picture and writing might be on topic but using their memory/ imagination pocket instead of their fact pocket.  Access/All | Students can do  Students can draw a picture and label their picture.  Students can try to write all beginning, middle, and ending sounds. [in both their labeling and in one sentence below their picture on the lines. Students will practice writing spaces between their words.  The students can add details to their pictures when prompted.  Students have focused on a fact that they have learned today about fly trap plants in their writing.  Most | Students could do/try to  The students can draw a detailed picture and two sentences attempting to use proper punctuations.  Students and sound out and write the beginning, middle and end sounds while spacing out each word.  Students are challenged to write all of their sight words correctly by using the classroom poster.  Students have focused on a fact that they have learned today about fly trap plants in their writing.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Three different worksheets – for each writing ‘group’  Video/ book on Fly Traps  Pencils and pen  Twistables crayons  Date stamp  List of reading groups |

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

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| Management Strategies:   * This lesson will take place right after recess so the students will have a chance to get their wiggles out and be reminded that this is a quiet working time, so I need their focus. * Students are usually very good and engaged during story time but might need to be reminded to pick a space and to respect other peer’s space. * There are a few students who have some difficulty with self-regulation and might need access to their ‘regulation bin’ with objects they can fiddle with in order to listen. They know the rules with these items, but I will pay attention to the students and their usage throughout the lesson. * During the writing time, teacher will circulate and see the students answers to make sure they are on task and also see where they are at in their learning for this pre-assessment activity.   Organization Strategies:   * Teacher will organize the writing group’s and their worksheets before the lesson to make dismissal from story to writing time easier. * Teacher will have ideas and suggestions ready for the students so they can have an idea of what to write in their head before leaving the carpet area. * Before leaving the carpet area, students will be reminded of their expectations for the writing [ex. Labeling, sounding out letter sounds, etc.] * Teacher will have the group of students [different from their writing groups] mini lesson ready to help students refine their writing skills. |

**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.*  **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*  **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?*  **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**  As the students come in from outside, the teacher will have calming music playing to help the students transition into inside time.  When the students come in from outside recess time, instruct the students to get their shoes on, sanitize and come find a spot of the carpet for a story. [when ready for the lesson, teacher will tell the students to turn in their seats to the story chair from the smartboard]  **Video on Venus Fly Traps:**  When all the students are settled, let the students know that we will be watching a video, and then doing a writing time, so try and look for things in the story that could inspire your writing job today.  Introduce the video to the students. Remind the students if they know about the fly traps, the students that you have a rule, even if you have read the story before, we don’t spoil it for our friends.  Ask the students who haven’t read it to consider the title, what do they think the story will be about.  [take a few questions and inquiries]  Teacher will start the video on the smart board.  When watching the video, give the students prompts and get their wheels turning for ideas to write about.  Ask them to think about [and not call out their answers].  **Group Discussion and Brainstorm:**  After the story, the teacher will remind the students of their fact pocket [which they learned last week].   * Things that we know to be true = facts * Ask them what they know a lot about – like what we have learned in science: the butterfly life cycle, the salmon cycle, nests from last week \*\*accessing background knowledge   Ask the students what ‘facts’ that they learned from the story.   * They need sunlight and water like other plants * They are carnivorous – which means they also eat meat [bugs specifically]   After the group discussion, get the students to make. Circle around the carpet and when they are ready, walk around with the fly trap, ask them what they see, what they remember from the video.  After giving some more examples and they have seen the fly trap, maybe ask the students again, if they have an idea of what to write about. Ask the students to raise their hands if they want to share – their ideas might help others. \*\*I can get new ideas from my friends, just like Raven (connection to Core Competencies).  **Gradual Dismissal and Writing Expectations Reminder:**  After the story and fact pocket review and idea brainstorm, ask the students to give a thumbs up if they have an idea of what to write about in their head. [this will help you decide if you need to put a lot of ideas out there for them or if they are mostly ready to go].  \*\*Remind the students to not call out but keep their ideas in their head and show with their hand signs.  Remind the students of the writing topic: what they have learned about the  Remind the groups [without dismissing them] about the expectations for their writing groups:   * Group one: add details to their picture, label their picture, write right to left on the lines. * 2: Write a letter for every sound, write a sentence about your picture, and leave spaces between words. * 3: Write two sentences about your picture, use capital letters correctly, use ending punctuation. They will also be reminded to spell all of their sight words correctly.   Gradual Release:  Topic for the mini lesson: TBT.  Let the students go who do not need this reminder. They will come and get their sheet and be reminded to get their office before starting their writing job. Remind everyone that the office is a tool that they can use to remember what letters look like and what sounds they make.  Teacher will give a quick reminder about what is expected of them during writing time.  When the teacher is done with the mini lesson, the teacher will dismiss the students one at a time to quickly grab their sheet, set up their office and start their writing job.  \*\*Note, the students might be excited after learning about this cool new plant, tell the students if they do their best job and work at their desks quietly, then maybe after we can feed the fly trap together.  **Transform] Writing Time:**  When the last group is dismissed, every student should be at their desk working on their writing job.  Teacher will circulate the classroom and help students with their questions and guide their writing.  \*\*reminder – it might be a good idea to tell them that they need to use their offices to focus on their writing job.  Some students might need to be reminded of their criteria for their writing job.  Teacher will remind the students that this is independent work time, so students should be working on their own work.  **Teacher’s Writing Review and Closure:**  When the students start to finish their jobs, teacher will go to the rainbow table and get the students to line up and get their writing job checked by Ms. Mueller.  Teacher will:   * Ask students about their picture * If the student can read their sentences for teacher [and scribe down what might be needed] * Give feedback and send them back to desk with revisions when needed   When the students are done, they can use their whiteboard to practice letter sounds, write a sentence, or print sight words or draw in their Alphabet Drawing books behind their offices quietly until everyone is done [because this can be a longer waiting process for the early finishers]. | **Students will**  Students will get their shoes on, sanitize and come to the carpet area.  Students will listen to the teacher’s instructions and participate in class discussion when prompted.  Throughout the story/ video time, some students will need to self-regulate, stand up, get one of their fidgeters. Teacher will watch students and make sure that they are using them for their intended purposes and staying on task.  Students can use their sign language signals to show their thinking.  Students can raise their hands to share their thoughts and try not to call out.  Students will listen to the teacher’s prompts and participate in the class discussion either by raising their hands or their hand signals.  Students will give thumbs up or down feedback to help inform the teacher.  Students will start thinking about what they will want to write about – starting their planning and idea process.  Students will participate in class discussion while being respectful while one another is speaking.  Students will help think of the different animals in the story.  Students will choose a topic to write about that uses their fact pocket and think about their idea and what fact to write.  Students will listen to the instructions and expectations for their writing group and then head back to their table area when their group is dismissed. [if they are not in the group that needs the mini lesson]  Students can ask questions if needed but this routine should be familiar to them.  \*\*All groups may need a reminder that their picture should match their fact! Example - Don’t just draw an elephant, draw an elephant using their trunk to have a bath!  Students will listen to the mini lesson.  These expectations will be somewhat familiar to the students but if they have any questions or comments they can raise their hands.  When the mini lesson is done, the students will come and get their paper, and go set up for their writing job at their desk.  Students will listen to teacher feedback and use it to inform their writing.  Students can raise their hand for questions, but they will try to sound out their words on their own first.  During this time the students will focus on their writing, drawing and labelling. They will put their office up and work independently.  When the student’s finish their writing job, the students will come line up and get their work checked before they can move on.  Some students might have to go back for their revisions and then come show the teacher once more.  When done, the students can work quietly at their desk until it is time to move on to the next activity.  \*Students not managing their noise level could be moved closer to you or away from their table to do their job so others can complete their jobs. | 5min.  10min.  10min.  5min.  20min.  10min. |

**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***?**