# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | Prior Experiences & Connection- *Ish* | **Lesson #** | 1 | **Date:** | October 8,2020 |
| Name: | Julie Knudsen | Subject: | Language Arts | Grade(s): | 1 |

Rationale:

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| This lesson will introduce students to making connections with books and to each other. This will help them gain personal awareness and teach them how to make connections with other individuals. This lesson will also teach students to think reflectively and learn to understand their own differences and uniqueness which will help them gain a sense of identity.  It also introduces students to the joy of reading, which is carried out throughout the year as well as the rest of their schooling. |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| * Describe past experiences to peers and teacher | * Uses reflective thinking to reflect on past experiences | * Personal awareness and responsibility- reflecting on strengths and weaknesses * Positive personal & Cultural identity- awareness that we are all different from each other & have different experiences |

Big Ideas (Understand)

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| Stories and other texts help us learn about ourselves and our families. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * Use sources of information and prior knowledge to make meaning * Recognize the importance of story in personal, family, and community identity * Exchange ideas and perspectives to build shared understanding | * Metacognitive strategies- reflecting about their own experiences and questioning throughout the story * Reading strategies- using illustrations to make predictions |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * Reflect on past experiences and make connections with literature and their peers. * illustrate a picture of a past experience. | * The student’s illustration and sharing will demonstrate whether they can reflect on past experiences and make connections. * Evaluation of their understanding will be during the entire lesson as the teacher observes the students understanding by participation and sharing. |

Prerequisite Concepts and Skills:

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| * Students must be able to listen to a story without disrupting their peers * Students must be able to hold a pencil or crayon |

Indigenous Connections/ First Peoples Principles of Learning:

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| -Learning is embedded in memory, history, and story.  -Learning requires exploration of one’s identity.  -This lesson involves reflection and storytelling which fits into Oral traditions of the indigenous people. It also allows for students to explore their experiences and therefore their own unique identities. |

Universal Design for Learning (UDL):

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| The lesson includes visual, auditory, and kinesthetic aspects. The pictures in the book as well as the timer on the board will be beneficial to visual learners. The teacher reading aloud and having discussions will benefit auditory learners and the act of drawing a picture will help both the visual and kinesthetic learners. The students are able to draw their picture while standing up or if they need to move to a quiet space in the room to draw their picture to allow for flexible seating and movement. |

Differentiate Instruction (DI):

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| Students who are struggling to come up with an idea to draw about can be given the option to draw about something they like to do. This will still allow for students to make connections and demonstrate that everyone’s experiences are different with a broader option to choose from. |

Materials and Resources

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| -The book *Ish* by Peter H. Reynolds  - Plain paper  -Pencil crayons, crayons, and pencils  -Online timer which can be found here: <https://www.online-stopwatch.com/classroom-timers/>  - Prepare timer on computer before lesson to save time  -Practice reading the book before the lesson |
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Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| **Introduction (anticipatory set – “HOOK”):**  **Brain Break/Transition to Carpet:**  -Get class attention with clap pattern  -Begin lesson with short brain break  -Have students stand up and follow the teacher around the room while repeating the simple clap patterns of the teacher  -Make your way to the carpet with the students after a couple laps around the room  -Have all students find their own space on carpet quietly away from friends that will make them silly  **Introduction:**  **-**Tell students we are all going to think of a time when we did something and thought we couldn’t do it perfectly or found it really hard to do.  -Give students an example (when I tried to snowboard or that I am not the best at drawing)  -Ask students to raise their hands quietly to share what they thought of  -Pick a couple students to share  -Tell the rest that they will have time to share their ideas later if they didn’t get picked | -The students follow the teacher around the room, listening to the clapping patterns and repeating them.  -Students find their own spot on the carpet not touching others.  -Students raise their hand to share their ideas of a time when they tried something new that was hard or when they did something and couldn’t do it perfect. | 2min  5min |
| **Body:**  -Prepare to read the students the book *Ish* by telling them that the boy in the story also try’s something that he thinks he is not very good at.  -Ask students if they can guess what it is that he try’s and raise their hand quietly if they have a guess  - Choose a couple students to guess  -Then explain what it means to make connections and that sometimes when we read a story we can make a connection from the story to ourselves or someone we know  - Tell them that to make connections and find out what the boy from the book is going to do we have to have our best listening ears on and our mouths quiet until the teacher asks a question  - Read the book aloud  - Pause to talk about what the character is doing, and why he thinks he isn’t very good at it, and how he probably felt when he brother made fun of him.  - Finish reading the book and have a quick discussion about how its ok to not be perfect at something and that’s ok because we are all unique and nobody’s perfect.  **Drawing Activity:**  -Tell the students we are all going to make connections by drawing a picture of a time when you did something that wasn’t perfect or when you tried something new and thought it was really hard.  -Explain that when we are done we will have a chance to share our beautiful pictures!  -Get student to stand up and shake all their silly’s out before we move to our desks/tables.  -Have students move to their seats and hand out plain paper.  -Explain to students one more time what they are supposed to be drawing and tell them they can use crayons, pencil crayons, or pencil.  -Let students know that they are working by their selves and using their own ideas but they are allowed to share their ideas with their neighbor if they are quiet and getting their work done.  -Tell them that when they are finished they can color their picture if they haven’t already or they can pick a book to read/look at quietly.  -Tell them also that I will be walking around if they need help  - Put a virtual timer up on the white board or smart board so they know how much time they have.   * Use a candle timer or something similar that visually shows when time is getting low. Explain that the candle will get lower and lower and once it is gone then time is up.   -Circulate and help students if they have any questions  -Direct students’ attention to timer to give them 5 min warning and 1 minute warning | -Students sit quietly for the story and raise their hands when the teacher asks a question.  -Students stand up and shake all of their silly’s out after the teacher is done talking. Then they move to their desks/tables and get out pencil crayons, crayons, or pencils.  -Students work independently on their drawing with the option of quietly sharing their ideas with their neighbor. | 8min  2min  10min |
| **Closure:**   * After time is up, have students clean up their areas and bring their drawing to the carpet * Have them find a spot on the carpet and set their drawing on the floor in front of them * Play a round of Simon Says for a brain break * Get them to sit back down and turn their listening ears on * Ask which students would like to share by a raise of hands and tell them that if they are not sharing, they need to be respectful and listen to their friends who are sharing. * After everyone has shared who wants to, discuss how everyone’s picture was different and everyone’s experiences of what they have done is different and that’s what makes us all unique. * Also briefly mention how by drawing a picture of a time when we tried something new or difficult, we are connecting our experiences to the book character. | -Students will clean up their area, push their chairs in and meet on the carpet.  -Students will play Simon says with teacher.  -Students will raise their hand if they want to share their picture and explain it to the class or be good listeners for their friends who are sharing. | 2min  1min  6min |

Organizational Strategies:

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| **-**Students participate in small brain breaks between transitions  -Students are moved from their desks to the carpet and back to switch it up and get the students moving a bit  -Paper is given to students after the story and after instructions have been given  -Virtual timer is utilized for a visual representation for how much time they have.   * Timer such as a candle will allow the students to see that as the candle gets lower they are running out of time.   -During carpet time students are asked to sit away from those who will make them too silly or distract them |

Proactive, Positive Classroom Learning Environment Strategies:

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| -During carpet time students are asked to sit away from those who will make them too silly or distract them.  -Students will be asked to lower their voices if it gets too loud during the drawing period.  - Clapping patterns will be used to gain the students attention. |

Extensions:

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| -Can be used as a year/ lifelong lesson about how everyone is unique, and nobody is perfect.  -Can be referred back to if students are frustrated with their work, or if a student makes fun of another student’s creation or work.  -Can also be used to explain why the teacher isn’t a very good drawer. |

Reflections (if necessary, continue on separate sheet):

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| Throughout my time creating my very first lesson plan I found some things easy and others more difficult than I expected, but all together I enjoyed the process of creating my very first lesson plan. To begin my lesson plan I started with the activity portion because I had a specific book in mind that I wanted to incorporate. I found that once I came up with an initial idea it was easy to flow through the rest of the activity section smoothly. Although this worked out for my first lesson plan, next time I think I would prefer to start by reading the learning standards within the curriculum and pick an activity from there. I think that this would ensure that I am covering the main learning standards that need to be met and then I would easily be able to build my activity ideas from there.  Additionally, I also struggled with certain aspects of the lesson plan. For instance, I had difficulty distinguishing the difference between UDL and DI. I read different resources and asked for help from peers in order to help me understand the differences. I also found it difficult estimating the timing of each activity. Although I timed myself reading the book with pauses to act as discussion periods, I feel as though it still is not an accurate representation of how long it would take to teach a lesson to a class full of 1st graders. I found myself making complete guesses on time limits because I have never taught an actual lesson. I feel like this is something that I will improve on quickly once I have actual classroom experience.  Throughout my difficulties I found myself feeling much more relaxed after talking through my lesson plan with peers and my partner. I realized that this is an important step for me throughout the lesson planning process and it helped me greatly. This also helped me realize that teaching doesn’t have to be a solo job, nor should it be. I think that having support and people to bounce ideas off of is what is going to help us become great teachers. Everyone has their own process for creating lessons and some people may not feel like they need much support, but I have discovered throughout my own process that support is a very important aspect of my own lesson planning. I don’t think there is any reason to do anything completely alone and we will all become better teachers if we can support each other and share our ideas.  I also realized throughout this process that I am more capable then I give myself credit. I somewhat put off starting my lesson plan because I believed that it was going to be extremely difficult and I didn’t know how I was possibly going to get through my first lesson plan. However, it was not as hard as I thought and I enjoyed it quite a bit. Once I found my initial idea, the ideas kept flowing and I had fun with it. All in all, I am proud of my very first lesson plan and I look forward to seeing my improvement as I create more! |
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