

## Lesson Plan Template (Revised 2018) Elementary Years

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| Grade | <span style="border: 1px solid black; padding: 2px;">K</span>            | Topic         | <span style="border: 1px solid black; padding: 2px;">Social Studies/Language Arts</span> |
| Date  | <span style="border: 1px solid black; padding: 2px;">Feb 27, 2019</span> | Allotted Time | <span style="border: 1px solid black; padding: 2px;">30 min</span>                       |

### **STAGE 1: Desired Results**

Cite sources used to develop this plan:

BC Curriculum

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

Pink Shirt day and anti-bullying awareness; making friends who are different than you

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

#### ***Understand***

Big Ideas: Stories and other texts help us learn about ourselves and our families; through listening and speaking, we connect with others and share our world

Essential or Guiding Questions: Can you make friends with people who are different than you?

#### ***Do***

Core Competency (Communication, Creative and Critical Thinking and Personal and Social Responsibility): Access background information (critical thinking); communication (sharing ideas and role playing and turn taking); creative thinking (role playing); personal and social responsibility (role playing and turn taking related to making new friends)

Curricular Competencies: recognize the importance of story in personal, family, and community identity; exchange ideas and perspectives to build shared understanding; explore oral story telling processes

#### ***Know***

Content Standards: oral language strategies; metacognitive strategies

## First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

## STAGE 2: Assessment Plan

|   |  |
|---|--|
| <b>Learning Intention:</b><br>What will students learn?                         | I can make friends with people who are different than me   |
| <b>Evidence of Learning:</b><br>How will students show their learning?          | engagement, asking/answering questions, completing activities  |
| <b>Criteria:</b><br>What criteria will help students know how to be successful? | listening quietly to the story, engagement in conversation, following instructions, appropriate role playing |

## STAGE 3: Learning Plan

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

*Nerdy Birdy* by Aaron Reynolds

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

-use chimes to gain/redirect attention -EA will help student with language difficulties during role play

**Lesson Development**

**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

|   |  |                               |
|---|--|-------------------------------|
| <p><b>Teacher will</b> ask probing questions surrounding Pink Shirt day and bullying (What is Pink Shirt day? What is bullying? How does it make people feel? How can you fill people’s buckets?)</p> <p><b>Teacher will</b> show the book cover of <i>Nerdy Birdy</i> and ask students to predict what it is about</p> | <p><b>Students will</b> access background about Pink Shirt day and bullying and feelings</p> <p><b>Students will</b> think and share their predictions (make connections to bullying and Pink Shirt day)</p> | <p>2-3 min</p> <p>2-3 min</p> |
|---|--|-------------------------------|

|  |   |  |
|--|---|--|
| <p><b>Process:</b> <i>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?</i></p>   |   | <p><b>Pacing</b></p>                         |
| <p><b>Teacher will</b> read <i>Nerdy Birdy</i> and stop periodically to ask how students think the characters are feeling when they excluded or called names and also when they are included</p> <p><b>Teacher will</b> ask students what kinds of things they can do to be nice to people and how they can make new friends</p> <p><b>Teacher will</b> give example first then pair up students and have them role play how to be nice or how to make a new friend (compliments, sharing, playing together, telling jokes)</p> <p><b>Teacher will</b> encourage pairs to share the scenarios in front of the class</p> <p><b>Teacher will</b> give an example of something that is not nice (pushing, excluding, not sharing)</p> <p><b>Teacher will</b> have a fill your bucket activity for students who finish early</p> | <p><b>Students will</b> listen to the story and think/ share about how the characters are feeling at different points in the story</p> <p><b>Students will</b> think critically about what they can do to be nice to people or make new friends and share their ideas</p> <p><b>Students will</b> work together to act out a nice scenario and a not so nice scenario and present them in front of the class</p> <p><b>Students will</b> fill their buckets and think about what that means</p> | <p>5-10 min</p> <p>3-5 min</p> <p>10 min</p> |

**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?*  
**Students are thinking about and modelling how bullying and exclusion make people feel and what they can do to be nice and friendly to people**

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| <p><b>Planning for diversity</b> (<i>adaptations, extensions, other</i>): <i>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?</i></p> | <p><b>Pacing</b></p> |
|--|----------------------|

| <i>Students need to</i>    | <i>Students can do</i>   | <i>Students could do</i>  |  |
|----------------------------|--|---|--|
| <i>Listen to the story</i> | <i>listen to the story and think about it's relation to pink shirt day and bullying, work together and share ideas</i> | <i>listen to the story, think about how it's related to pink shirt day and making friends, work together and share ideas, perform original scenario in front of the class</i> |  |
| <i>Access</i>              | <i>Most</i>  | <i>Few</i>  |  |

**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.*

**Students will be encouraged to make friends and do nice things for people they otherwise might not and continue being bucket fillers**

**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?*

Today I introduced a chime to get students attention. I told them when they hear the chime to stop what they're doing, eyes on me, hands in the air and no talking. We practiced it before we started and the students caught on really quickly. Next we discussed what Pink shirt day is and what bullying is and how it makes people feel. I read the story and asked questions throughout and I made sure to address students who were not paying attention. After the story students became quite chatty so I rang the chime and they immediately did what was expected. Then I asked how they can make people feel good and how they can make new friends. Next I had the day's special helper come and model with me a scenario of how to make a new friend. Then they paired off and made their own scenarios. I rang the chime and asked them all to come back to the carpet. I had all the pairs show the class they're scenarios. Whenever there was too much giggling or chatting I rang the chime and students immediately became more respectful. Then we discussed ways that are not so great to make new friends and we shared answers. I felt that management and getting attention was much easier for me with the chime. I still need to work on being more firm when addressing interruptions but overall it was a great lesson.