

## Lesson Plan Template (Revised 2018) Elementary Years

Name: Brittany Harkin

Grade	<span style="border: 1px solid black; padding: 2px;">3</span>	Topic	<span style="border: 1px solid black; padding: 2px;">Francais Langue Secondaire/PHE</span>
Date	<span style="border: 1px solid black; padding: 2px;">Dec 9, 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:

As-tu rempli un seau aujourd'hui? by Carol McCloud

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

Students are in the holiday spirit and this is a community building exercise that all students can be a part of.

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

#### **Understand**

Big Ideas: FLS: Making connections between personal experiences and the experiences of others can help us to better understand and respond to a message PHE: Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships

Essential or Guiding Questions: What can I say to help fill someone's bucket today?

#### **Do**

Core Competency (Communication, Creative and Critical Thinking and Personal and Social Responsibility): communication - students are giving and receiving compliments to/from one another; personal and social responsibility - students are building classroom community by strengthening relationships

Curricular Competencies: FLS: express opinions, ideas and feeling using complex sentences PHE: describe and apply strategies for developing and maintaining positive relationships

#### **Know**

Content Standards: FLS: active listening; turn-taking in conversation; consideration of other people's perspectives

**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> What will students learn?	I can give my classmate's a personalized compliment in order to help fill their bucket
<b>Evidence of Learning:</b> How will students show their learning?	Students will give 3 classmates individual compliments
<b>Criteria:</b> What criteria will help students know how to be successful?	-listen to story -cut out bucket and compliment symbols -compliment 3 classmates and give each classmate a symbol -glue their 3 compliment symbols to their bucket

**STAGE 3: Learning Plan**

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

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

- bon citoyens
- teacher circulation

**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

<b>Teacher will</b> read story	<b>Students will</b> make connections listen to story think of ways to fill buckets	5-10 min
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<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>	<b>Pacing</b>
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<b>Teacher will</b> -help students brainstorm ideas about to fill eachothers buckets -explain activity (students will give 3 classmates compliments - each student will end up with 3 compliments by end of activity) -write ideas on white board -give out buckets and compliment symbols	<b>Students will</b> -share ideas about how to fill eachothers buckets -cut out buckets and compliment symbols	10-15 min
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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? Students will give out symbols/compliments to 3 different classmates. Each student will have gotten 3 compliments by end of activity.*

<b>Planning for diversity (adaptations, extensions, other):</b> <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>			<b>Pacing</b>
<i>Students need to</i>  <i>listen to story</i>  Access	<i>Students can do</i>  <i>hand out 3 symbols/compliments</i>  Most	<i>Students could do</i>  <i>give 3 different/individualized compliments</i>  Few	

<p><b>Closure:</b> <i>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.</i></p> <p><b>Each student will share 1 compliment that they received with the class.</b></p>
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**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?*

Students were engaged throughout the lesson even though almost all of them have heard the story multiple times and the noise level during cutting and compliment time was fairly quiet but not silent which was great. However, if I could do this lesson again, I would spend more time brainstorming with the class on giving individualized compliments as most students received the same compliment of “You’re a great friend.” Another thing I will work on in all future lessons is to repeat the criteria and intentions even more and to have the students tell me and each other the criteria and intentions.



