

**LESSON PLAN**

**Candidate’s name:**

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| Grade/Class/Subject: | Kindergarten - ELA/Math/Science | School: | Riverview Elementary |
| Date: | Feb, 2022 | Allotted Time: | 20 -30 min |
| Topic/Title: | Calendar and phases of the moon (13 month calendar) | | |

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.* |
| The purpose of this lesson is to create an understanding of the days of the week, number recognition, sequencing and quantity, patterns, and months of the year, The lesson will also incorporate an understanding of the lunar months and an understanding of how people are connected with natural cycles. Literacy connections will also be made. These are all concepts that follow the progression of learning and it is important that these concepts are introduced to this age group. |

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.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | - We will collaborate with ideas and previous knowledge and share understanding.  - We will inquire and answer questions about what the earth would be like without the sun and what the sun does for our planet.  - We will share ideas and be respectful to each other  - We will connect our activities (day, night and during different weather patterns) with what is happening in the sky.  - We will question what other living things are affected by these different patterns.  -We will learn ways of respectful communication. |

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?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  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.  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. | -We will gain understanding of how First Peoples follow the moon cycle for a thirteen month calendar and relate how this helps with some ways of life, from hunting to harvesting.  - We will acknowledge that all everything and everyone has a part to play in the wellbeing of the world around them  - We will be patient and kind to one another as we learn in our unique ways.  - We will respect each other’s willingness to share stories or not share. |

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?* |
| -Daily and seasonal changes affect all living things.  -Language and story can be a source of creativity and joy. (K-3)  -Through listening and speaking, we connect with others and share our world.  -Playing with language helps us discover how language works.  -Curiosity and wonder lead us to new discoveries about ourselves and the world around us. |

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?* |
| -Demonstrate curiosity and a sense of wonder about the world  -Experience and interpret the local environment  -Discuss and represent observations with simple pictographs  -Express or reflect on personal experiences  -Use sources of information and prior knowledge to make meaning  -Use developmentally appropriate reading, listening and viewing strategies to make meaning  -Explore [foundational concepts of print, oral, and visual texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) | -Living things make changes based on daily weather and cycle patterns.  - How these patterns affect us.  --Concepts of print  -Letter knowledge  -Phonemic and Phonological awareness  -Letter formation |

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?* |
| A four point rubric will be used in collaboration with multiple assessments across multiple opportunities as students are in development process:  **Assessment Rubric – 4 point Provincial Proficiency Scale**  **Emerging**: Students have an initial and partial understanding and connection with the material. Students are able to recognize that numbers and words have meaning in relation to time.  **Developing**: Students understand the material but lack interaction and/or effort in connecting the material with independent thought. Students are able to recognize most numbers and letters but lack connection with meaning and how it applies to people..  **Proficient**: Students understand and interact with the material. They are engaged in independent thought and conclusion. Students understand the numbers, combinations of numbers, letters and words and how they connect with time and seasons.  **Extending**: Students understand and engage with the material, and are willing to respectfully collaborate and discuss with other students to derive and express detailed conclusions and ideas. Students make connections with words and combinations of numbers Students also make horizontal connections with personal or related experiences and knowledge. Students understand and inquire about the effects of natural cycles of time with human and animal behaviors. |

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 behavioral 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.* |
| -Some of the activity will be done verbally, some will be done visually, and some will be done through action.  -Some will be done as a group and some will be done individually  -Connections will be made between personal experience and knowledge as well as making connections with regards to how we interact with our environment |
| **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.* |
| -Smart board and lesson plan access on the computer  -The calendar, the days of the week, the number and counting stick pouch and the 100 day calendar will be accessed.  -The lunar phases of the moon and knowledge of how this effects humans and animals |

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* | -I will start by letting the children know that it is calendar time and that we are going to introduce something a little bit different that some of them might already know about.  -I will ask them if they noticed the moon the night before and ask what they noticed about it? | 2 min |
| **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* | “Zippity do Calendar”  -I will ask students what letter comes next and number in the calendar pattern.  -Students will tell me what letter and then what number comes next.  -We will inquire together until we have decided that we are correct and add that card to the calendar.  -I will then go to the number pocket and ask how many groups of ten sticks do we need (determined by pointing at the first number).  -Students will then share their thoughts.  -We will determine the correct answer together and count our sticks to make sure and add or take away if needed.  -I will then ask children to sing days of the week with me and we will determine together what month, day and year it is for the date at the top of the board and I will write that.  -I will then introduce the 13 month moon cycle and we will gain understanding of the different shapes of the moon and how each shape reflects more or less light which influences people and their daily, monthly and yearly behaviours.  https://www.edplace.com/blog/edplace-explains/why-does-the-moon-change-shape  Recognition of the Moon in the CalendarThe cycles of the moon determine our yearly calendar. The changes that come with each passing moon indicate the times for planting, harvesting, hunting and gathering. In the Anishnawbe calendar the names of each month include the word ‘moon’ and reflect the close connection between cycles of the moon and plant and animal life on Turtle Island  http://www.northernc.on.ca/indigenous/moontime/  -I will introduce the “M is for moon” take home sheet and explain the meaning as well as ask the students to look at the moon for the next few days and circle what they see. I will ask them to bring the sheet back on Thursday but tell them that it is ok if they did not see the moon.  -We will share ideas when the papers come back to class. | 10 – 20 min |
| **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* | -I will let the children know that we will be reading a story later in the day about how the Tlingit Peoples believe the moon, stars and sun got into the sky  Next Day: Lesson plan:  “What do we see in the sky” |  |

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?* |
| -Did the students enjoy the lesson?  -Were intentional connections made?  -Can children have a take home message that they feel good about?  -Was the time allotted effective?  -Was the material inclusive?  -Do the students have connections to past and future learning experiences? |