 **DRAFT LESSON PLAN**

**Candidate’s name:** Aurora Mernickle

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| Grade/Class/Subject: | Kindergarten – Physical and Health Ed./Social Studies/L.A. | School: | RiverView Elementary |
| Date: | February , 2022 | Allotted Time: | 30 min |
| Topic/Title: | Food – food groups and what are good choices **Part 2** | | |

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.* |
| -This lesson will give foundational understanding and connection to the food we eat.  -It will help children make decisions about good choices for their health.  -Young children are very influential and need to build good habits early in life. This is very good age to start understanding why certain choices are better than others. |
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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 read a story and make connections to meaning related to the story.  -Students will collaborate ideas and connections made to the story.  -Students will share how they understand the material covered.  -Students will expand their thinking and reflection regarding how they can make good choices for themselves and possibly other people that they know.  -Students will develop an understanding regarding how each person and animal can have different needs, likes and dislikes. |

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 make connections to traditional foods and ways that food sharing is a common practice for connecting in many different cultures.  -We will acknowledge that we have consequences of our choices and actions  -We will understand that it takes practice and we don’t always get the answer the first time. |

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?* |
| -Stories and other texts help us learn about ourselves and our families.  -Stories and other texts can be shared through pictures and words.  -Through listening and speaking, we connect with others and share our world.  -Stories and traditions about ourselves and our families reflect who we are and where we are from.  -Good health comprises physical, mental, and emotional well-being  -Knowing about our bodies and making healthy choices helps us look after ourselves.  -Stories and traditions about ourselves and our families reflect who we are and where we are from. |

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?* |
| - Use developmentally appropriate reading, listening, and viewing strategies to make meaning  - Exchange ideas and perspectives to build shared understanding  - Use language to identify, create, and share ideas, feelings, opinions, and preferences - Create stories and other texts to deepen awareness of self, family, and community  - Recognize the importance of story in personal, family, and community identity  - Use personal experience and knowledge to connect to stories and other texts to make meaning | - metacognitive strategies  - concepts of print  - the relationship between reading, writing, and oral language  - phonemic and phonological awareness |

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?* |
| Formative assessment: (used to ensure that the information is available and students are getting the most from their learning) Are the students connecting with the material through inquiry and discovery? Are students connecting their knowledge with behaviors and decisions? Are the students engaged in a positive way (thumbs up, smiles, collaboration, sharing stories and showing interest)? Are the students finding meaning in what they are learning and responding with inquiry and independent thought? |

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 behavioural 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.* |
| -Students will have multiple ways to connect to the material – story, pictures, discussion, video and artwork  -We will need an extra support person to help manage the activity. |
| **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.* |
| -I will need to obtain a copy of the story  -I will need access to a smart board to access you tube video  -I will blank paper for each person in the group. |

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 connect the story that we will be reading with a previous lesson about food choices.  I will ask what people had for breakfast | 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* | -We will read the story and then discuss any connection to ourselves and the caterpillar in the story..  **The Hungry Caterpillar**  - We will watch a video about the hungry caterpillar  <https://www.youtube.com/watch?v=4_p4b3tALh0>4 min  -We will have a discussion about what they connected with in the video and the story.  - Students will sit at tables and work on a piece of art. | 5 min  5 min  5 - 10 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* | -We will talk about what a caterpillar turns into and why it needs to eat so much.  -We will relate that to why we may make bad food choices. | 2 min |

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? |