

## LESSON PLAN

**Candidate's name:** Aurora Mernickle

Grade/Class/Subject:	Grade 1/2 – Socials Studies/ELA	School:	Dragon Lake Elementary
Date:	November 23, 2022	Allotted Time:	45 min
Topic/Title:	Social Studies – Individual Capability and Responsibility – The Boy Who Grew The Forest		

### 1. LESSON ORIENTATION

**Key resources:** [Instructional Design Map](#)

<i>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.</i>
The purpose of this lesson is to inspire inquisition and understanding of the world around us. Making connections to people and events around the world and sharing examples of the challenges as well as efforts for change can help students to understand that they are part of a bigger picture. It signifies to each individual that they are responsible for their actions not only for themselves but for our world. A very important concept to instill early in the minds of all people is that every person can make a difference and every person has a responsibility to work toward the greater good for all.

### 1. CORE COMPETENCIES

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating	-Students will share ideas, questions and inquiries.
<input checked="" type="checkbox"/> COMMUNICATION – Collaborating	-Students will reflect on how this knowledge is useful and meaningful to them and society.
<input checked="" type="checkbox"/> THINKING – Creative Thinking	-Students will reflect on the impact that each individual can have in the world around them.
<input type="checkbox"/> THINKING – Critical Thinking	-Students will share how they understand the material covered.
<input checked="" type="checkbox"/> THINKING – Reflective Thinking	-Students will make connections with family and community with regards to how this is meaningful in their own lives.
<input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility	-Students will develop an understanding regarding how each student can have different ideas but still be correct while practicing acceptance & tolerance.
<input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity	
<input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	

### 2. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

<b>FPPL to be included in this lesson</b> (check all that apply):	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>-Students will gain understanding of their place within a bigger family, community and world.</p> <p>-Students will recognize that they are learning together and that it takes time and practice to gain skills.</p> <p>-Students will practice skills of respect, understanding of one another and acknowledgment of how the individual actions of one can effect many.</p> <p>-Students will gain understanding that a story can teach many lessons and we all have a story to share.</p>

### 3. BIG IDEAS

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>-Local actions have global consequences, and global actions have local consequences.</p> <p>-Individuals have rights and responsibilities as global citizens.</p> <p>-Stories and other texts connect us to ourselves, our families, and our communities.</p>

### 4. LEARNING STANDARDS/INTENTIONS

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<b>Curricular Competencies:</b> <i>What are students expected to do?</i>	<b>Content:</b> <i>What are students expected to learn?</i>
<p>-Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</p> <p>-Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</p> <p>-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>-Explain why people, events, or places are significant to various individuals and groups (significance)</p>	<p>-Relationships between people and the environment in different communities</p> <p>-Diverse features of the environment in other parts of Canada and the world</p> <p>-Rights and responsibilities of individuals regionally and globally</p>

### 5. ASSESSMENT PLAN

**Key resources:** [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*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 the students making connections with their own lives and to the global community that they live in?

Are the students engaged in a positive way (thumbs up, smiles, collaboration, sharing stories and showing interest)? Are students able to extend their learning of these concepts into personal experiences and ways that they might be able to make a difference in their own way?

Are students able to engage in collaborative inquiry and understand that our world depends on each individual doing their part.

**Summative Assessment:**

Students will create a page in their journals about something that they understand is a concern in our community or on a larger scale around the world. They will share a thought about how they can do their part to help, either within their own home, community or on a larger global scale.

## 6. DESIGN CONSIDERATIONS

**Key resources:** [Instructional Design Map](#)

*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 sources of material to connect the understanding, through story, conversation and written word.

-We will have an extra support person to help manage the activity and possible challenges.

-Students will be able to communicate with written, verbal and pictorial interpretations.

-Vocabulary needed for understanding the lesson will be pre-taught and integrated throughout the lesson.  
Written words will be shared with the students to help the expression of their thoughts on the page.

**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.

-We will need a copy of the Story "The Boy Who Grew a Forest," written by Sophia Gholz and illustrated by Kayla Harren.

-We will need the carpet space in the classroom to share in the story together in a space that everyone can hear the words and see the pictures.

-We will need some pre-researched current events from our local community as well as some other parts of the world to open a discussion.

-We will need student's journals and as well as drawing and colouring materials.

## 7. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does ( <i>learning activities to target learning intentions</i> )	Pacing
<b>OPENING:</b> <i>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>	<p>-Teacher will ask all students to meet at the carpet for a story.</p> <p>-Teacher will ask students if they have heard of any of the significant events or concerns that are happening around the world or in their local community.</p> <p style="padding-left: 40px;"><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Floods</li> <li>• Fires</li> <li>• Plastic accumulating in the ocean</li> <li>• Global Warming</li> </ul> <p>We will briefly discuss what these are to make sure students have this understanding.</p> <p>-Teacher will give an introduction to the story “The Boy Who Grew the Forest” by Sophia Gholz, and explain how it is a true story of a boy who grew up in India and how he was able to make a difference for the people and animals of his community in the face of catastrophe.</p>	<p>5-10 min</p>
<b>BODY:</b> <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> <i>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</i> <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise),</i>	<p>- Teacher will ask students to sit quietly and listen to the story of the incredible difference that one boy made while thinking about some of the ways that each person can make a difference in their own community and the even the whole world.</p> <p>-Teacher will ask students if they are ready to hear the story.</p> <p>-Teacher will ensure that students who struggle in the positions that they are in are relocated to a place where they will be most successful.</p> <p>-Teacher will then read the story while taking the time throughout to discuss any points that stand out as a teachable lesson or connection.</p> <p>-Teacher will also take the time to explain any vocabulary words that may be new to the students so they can make better connections to the material.</p> <p>-After the story is finished the teacher will ask students some questions for inquiry:</p> <ul style="list-style-type: none"> <li>• How did the one boy make such a big difference for his community?</li> </ul>	<p>5 min</p> <p>10min</p> <p>5-10min</p>

and other applications of design considerations	<ul style="list-style-type: none"> <li>• Who else was effected by the efforts of the boy?</li> <li>• Is there anything in our community or the world that has happened or is happening that we can each help to make a difference in?</li> <li>• Is there anything in this story that reminds the students of something that they are experiencing or that someone they know is experiencing and if they know anyone who is trying to make a difference like the boy in the story..</li> </ul> <p>-As the brainstorming happens the teacher will take notes for the students so that they have a reference for their ideas later on.</p> <p>-Teacher will then explain that we are going to go to our desk spots and draw colour and write about something that they know of that has happened or is happening in their neighbourhood, community, or in the world and at least one way that they know of that they can make a difference.</p>	
<b>CLOSING:</b> 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)	<p>-Teacher will ask the helpers to hand out individual journals to each of the students at their desks.</p> <p>-Teacher will post up the examples that we came up with as a class so that the students have the words that they need to write about their examples.</p> <p>-Students will also be informed that they can write about anything that they want and that they do not have to write about what we have already discussed if they have different idea. They can put up their hand if they need more support with words.</p> <p>-When students finish they will be asked to put their hand up to have their work checked before putting it in the bin and then get cleaned up and ready for outside lunch time.</p>	15 min

## 9. REFLECTION (anticipate if possible)

Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? What went well in the lesson (reflection <u>on</u> 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?
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*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 and can we build on this process?

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?

What would I do differently next time?