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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sara Guadagni** |

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| **Grade** | 3 | **Topic** | English Language Arts & Career Education |  |
| **Date** | November 26, 2020 | **Allotted Time** | 1 hour  |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| BC Curriculum, 2019“Have You Filled a Bucket Today?” by Carol McCloud |

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

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| This lesson is aimed to teach students that other people’s happiness should matter to them by showing examples of sharing, giving, and caring. Some students in the class are having trouble with respecting others space, using unkind words, and need constant reminders of what is expected of them outside on the playground, at school, and at home. This is the third consecutive lesson on social emotional learning, but many students still need constant reminders.The lesson will focus on learning to build respect, help others, and work together. Students will start to think about the ways they can make changes in themselves, in their community, and at school and understand how one person can affect another person’s life. The book gives an overall introduction to self-awareness, understanding feelings, and shows how easy and rewarding it can be to express kindness and love by “filling” others’ buckets.  |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
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|  |  | **Social Awareness & Responsibility:** * **I can connect my actions with both positive and negative consequences and try to make adjustments; I accept feedback.**

**Students will talk and work respectfully with classmate’s while** **demonstrating respectful and inclusive behavior.** |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| * **“Learning involves recognizing the consequences of one’s actions”**
 | * **This principle is embedded throughout this lesson and in many prior lessons. Students are learning and starting to understand that their actions affect other people’s feelings.**
* **Throughout this lesson, students will be able to reflect on their own actions during class discissions and group work.**
* **As a class, we are working on becoming aware and taking responsibility of our choices and actions.**
* **Throughout this unit, we have had many in depth conversations about our actions on the playground, at school, and at home.**
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**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):* **English Language Arts**

 “Stories and other texts help us learn about ourselves, our families, and our communities”.* **Career Education**

**“**Strong communities are the result of being connected to family and community and working together toward common goals”*Essential or Guiding Question(s)** *What is a bucket filler?*
* *What are some examples of “bucket filling?”*
* *Are you a bucket filler or dipper?*
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| ***Do***Curricular Competencies (Learning Standards):ELA:* [Engage actively as listeners, viewers, and readers](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core), as appropriate, to develop understanding of self, identity, and community

Career Education* Share ideas, information, personal feelings, and knowledge with others
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| *Know*Content (Learning Standards):ELA* [metacognitive strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core#;)

 talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writerCareer Education* connections to community

roles and responsibilities at home, at school, and in the local community |

**STAGE 2: Assessment Plan**

**FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)**

* Teacher will observe students in their groups and assess if students are able to identify the difference between bucket filling and dipping (positive or negative actions).
* Students can represent their understanding of what a “bucket filler” by performing their skits in groups.
* Peer feedback on what they saw as bucket filling/dipping in group skits.

**SUMMATIVE ASSESSMENT: (Assessment of Learning)**

* Exit Slip – To wrap up the lesson. Each student will fill out their exit slip “I can be a bucket filler” by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and place into the blue bucket.

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | * Students will learn the difference between being a bucket filler or dipper.
* Students will understand that their actions have consequences and affect other people’s feelings.
* Students will learn that there are many things we can do to make other people feel special or included.
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| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by:* Contributing to the read aloud questions and class discussion
* Share examples of being a bucket filler
* Respectful teamwork and collaboration with their group during the scenario card group work
* Each student will complete their exit slip of how they can be a “bucket filler”
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| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Students can differentiate the difference between a bucket filler or dipper
* Students can give examples of bucket fillers/dippers (positive and negative actions).
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**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behavior difficulties or require enrichment?* |
| Students need to/must do* To know the difference of being a bucket filler/dipper
* To give at least one example of how to be a bucket filler during our class discussion

Access/All | Students can do* Students can give more than two examples of bucket filling/dipping based on their own experiences
* Students will recognize a positive example of bucket filing and describe how they know it had a positive consequence.

Most | Students could do/try to* Identify a negative situation and describe how they remedied the situation. Student can explain how they knew it had a positive effect.

Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Book: “Have You Filled a Bucket Today?” by Carol McCloudWhiteboard- (definition of bucket filler, chart written out for us to fill in together “Bucket filler & Bucket dipper”.Scenario cards – Turning a negative situation into a positive oneLaminted group numbers – Each corner of the room will have a number for each groupBlue Bucket – to put our bucket filling exit slips in to Paper exit slips “I can be a bucket filler by…… |

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

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| * This lesson will occur right after gym class and usually students are hyper. Teacher will ask students to find their seats and if needed we will do a Go Noodle or breathing activity to calm our bodies and slow our breathing.
* Possibility of no EA support for afternoon
* Teacher will make groups beforehand for the act out activity
* Teacher will put laminated numbers in each corner, so each group knows where to go
* Remind all students what the expectations are before we head to our groups
* Teacher will circulate as groups work on their skits to ensure groups are on task – will set timer to give fair warning of time frame.
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**Lesson Development:**

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| **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 |
| **Teacher will** Teacher will reconvene students after they come back from gym. If necessary, teacher will do a calm-down breathing activity with students to settle them down and get ready for lessonTeacher will show the cover of the book “Have You Filled a Bucket?” Ask students to put their hands up if they think they know what the book will be about.Teacher will bring in a toy bucket and use that as they read the story to help engage students in the reading. The bucket will be used to hold all our exit slips in at the end. | **Students will** Come back from gym and sit at their desks.Students will participate in breathing activitySome students will put their hands up to answer teachers’ question. | 5 mins |

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| **Process:** *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?*  | Pacing |
| **Teacher will** Teacher will read the book and do an interactive read aloud. We will have brief discussions and ask questions where necessary to engage students and activate their background knowledge of what they have already learned.After the book is read, brainstorm as a class on how to “fill” someone’s bucket. Teacher will ask “Are you a bucket filler? “how can we fill someone’s bucket? Does anyone have an example of something a bucket filler would do? What about a bucket dipper?” This part of the lesson is focused on group discussion, so teacher will encourage all students to think about these questions and share their thoughts/ideas/personal experiences.Teacher will have a chart pre-written on the whiteboard and will fill in accordingly when students give their ideas. Whiteboard chart: “Bucket Fillers & Bucket Dippers” | **Students will** Normally students sit at the carpet, but due to Covid19, students stay seated at their desks for read aloud. Students will stay engaged and participate in group discussion and questions.Students will be seated at their desks. Students will raise their hands if and when they have something to share.Students will contribute ideas and experiences of all the positive actions they have done or can do to make the world a better place | 10-15 mins |

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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?* | Pacing |
| **Teacher will** After we have our class discussion and teacher feels like students have started to understand what bucket fillers/dippers are, students will be introduced to their task.At this point, if students are starting to lose focus, teacher will do a management strategy to regain their focus and attention. *i.e “1,2,3 eyes on me OR If you can hear me touch your nose, touch your head”*Teacher will explain to the class that we are doing a group activity. In this activity, each group will get a chance to role play different scenarios and share their skits to the class.Teacher will explain activity:Each group will get a different scenario card. Your job is to act out the positive action with your group.Students will be asked that in their groups, they read the card and practice a way to help fix the situation and role play the positive action. (The instructions will be written on board in case they forget).1. Read Card
2. Discuss your ideas with your team
3. Decide what action you will take
4. Practice your skit

Teacher will go over all expectations for working in a group. Teacher will ask students what the expectations are:Teacher will ask if anyone has questions before we begin. Teacher will answer any questions from the studentsTeacher will have the names of students for each group. Each corner of the room will have a number taped on the wall, so students know where they are going to practice.Teacher will call names and tell students what group they are in. After everyone’s name has been called, students will go to assigned number corner and wait for teacher to hand out their scenario card.Teacher will circulate as students practice their skits to ensure everyone is being included and knows what their job is.As teacher circulates and starts to see students are finishing up, teacher will ding the chime and give students the heads up that they have 5 more minutes. Teacher will set the timer.Once the timer has gone off, teacher will instruct students to remember their group number and to please make their way back to their desks.Once students are back at their seats, teacher will inform students that each group will get the chance to share with the class. Go over all the rules for a respectful audience together. 1. Eyes on the speakers
2. Do not talk when people are performing

Teacher will call group numbers up one by one to perform. (Normally we would perform at the front of the class, but this area is the teacher’s area due to covid reasons). Students will do their skits at one end of classroom.Each group will perform their skits.After each skit is performed, teacher will ask students: “did you see the bucket filling?” What else could we do in this situation? | **Students will** Students are seated at their desks and awaiting their instructions. Students will listen to teacher instructions.All students will have their eyes up front and listen to important instructions.Students will raise their hands to answer what the expectations are for working in a group. 1)We treat all group members respectfully. 2) We include EVERYONE. 3) We stay on task. Students will ask any questions they have about the activity.Students will stand up and go to the group number they are in. Students will wait for teacher to hand out a scenario card.Together, students will read the scenario card and work on their skits to show the negative scenario and then the positive way to fix the problem.In their designated corner, students will practice their skits together.Students will hear the timer and wait for teacher instruction. They will head back to their seats.Some students will share the rules of how to be a good audience member.Each student group will wait for their number to be called and when the audience is ready, students will begin. They will read out their card and show us the way they could make this situation better. | 25 mins |

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| **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.* | Pacing |
| **Teacher will** Reconvene all students back at their desks and thank them for all their hard work.Teacher will start a small discussion to end the lesson: “So what did we learn about bucket fillers? What are a few examples of what bucket fillers do?”After a few students have given ideas, ask students to close their eyes and think of at least one thing they could do to be a bucket filler. Ask students to hold on to their thoughts. Teacher will hand out a small slip of paper and ask students to write their names and their bucket filling ideas. Teacher will go around with the bucket to collect everyone’s ideas.Teacher will thank everyone for their hard work and remind students that they all can be and should be bucket filling. Teacher will pass the students on to the coaching teacher for their next lesson. | **Students will** After every group has gone, all students will head back to their seats.Some students will put up their hands to answer.Students will close their eyes and think of a way to be a bucket filler.Students will write their idea down on the paper and wait for teacher to come around with the bucket. | 10 mins |

**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?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**