

## Lesson Plan Template (Revised 2020) Elementary Years

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Grade 2/3  
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Topic Text-to-self connections  
Allotted Time 40 min

### STAGE 1: Desired Results

Cite sources used to develop this plan:




<https://curriculum.gov.bc.ca/curriculum/english-language-arts/2/core>

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

Building personal connections between text and self is a valuable skill that will be built upon in subsequent grades as students move onto text-to-text and text-to-world connections. This class has been working on re-telling and making predictions, so this is the logical next step.

**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:*

 <b>Communication</b>	 <b>Thinking</b>	 <b>Personal and Social</b>
<ul style="list-style-type: none"> <li>• Communicating</li> <li>• Collaborating</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• <b>Critical &amp; Reflective Thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>• Personal Awareness &amp; Responsibility</li> <li>• <b>Positive Personal &amp; Cultural Identity</b></li> <li>• Social Awareness &amp; Responsibility</li> </ul>
	<p>I can tell or show others something about my thinking.</p>	<p>I can identify my individual characteristics and explain what interests me.</p>

**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/>)

<b>FPPL to be included in this lesson:</b>	<b>How will the FPPL be embedded in lesson:</b>
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Learning is embedded in memory, history and story.	All of the learning in this lesson revolves around using our memories to make meaningful connections between our lives and story. Students think about their lives and how it is similar or different from characters in a fictional story.
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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?*

<b>Understand</b>
<p>Big Idea(s): Stories and other texts connect us to ourselves, our families, and our communities.</p> <p><i>Essential or Guiding Question(s): How can using prior experiences to relate to text enable me to deepen my understanding of a story?</i></p>
<b>Do</b>
<p>Curricular Competencies (Learning Standards): Use sources of information and prior knowledge to make meaning.</p>
<b>Know</b>
<p>Content (Learning Standards): Metacognitive strategies - 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 writer</p>

**STAGE 2: Assessment Plan**

- FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)
- Listening to oral comments/connections made by students during the read aloud
  - Observing discussions
  - Hearing predictions from individual students

- SUMMATIVE ASSESSMENT: (Assessment of Learning)
- Completion of “Draw a Connection” handout containing one meaningful connection between text and self

<p><b>The Learning Intention:</b>  <i>What will students learn in this lesson?</i>  <i>(i.e. Learning Standards)</i></p>	I can use personal experiences and relate them to a story in visual and written form.
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<b>Evidence of Learning:</b> <i>How will students demonstrate their learning? What does it look like?</i>	Complete "Draw a Connection" after listening to the read aloud.
<b>Criteria:</b> <i>What do students need to do to meet or achieve the learning intention?</i>	-Listen during read aloud -Contribute to discussion at carpet eg. predictions, previous experiences etc. -Decide how their own lives relate to the character's life in the story

**Planning for Diversity:**

<b>Learning Target:</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>		
Students need to/must do  -Listen to read aloud -Participate in discussions at carpet -Draw a connections  Access/All	Students can do  -Draw and write a connection  Most	Students could do/try to  -Draw and write more than one connection -Attempt to deepen the connection by focusing on emotions  Few/Challenge

**STAGE 3: Learning Plan**

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

-Enemy Pie book -Draw a Connection handout
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**Organizational/Management Strategies:** *(anything special to consider?)*

-Go through seating expectations at the carpet + hands up -Make sure all children can see the book and its pictures -Some students need regular breaks, so ensure this is built into the lesson
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**Lesson Development:**

<b>Connect:</b> <i>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.</i>	Pacing
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<p><b>Teacher will</b></p> <ul style="list-style-type: none"> <li>-Ask students if they remember reading Enemy Pie in our previous class</li> <li>-Ask students what they think goes into an enemy pie</li> <li>-Remind students which part of the book we are at</li> </ul>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>-Recall the events of Enemy Pie from last class and put up hand to share</li> <li>-Offer suggestions of what could go into an enemy pie, if we were creating one</li> </ul>	<p>5 min</p>
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<p><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></p>	<p>Pacing</p>
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<p><b>Teacher will</b></p> <ul style="list-style-type: none"> <li>-Begin reading Enemy Pie from the place we left off last time</li> <li>-Stop at certain pages to ask students what they think will happen</li> <li>-Ask students if they have had similar experiences and to share with class</li> <li>-Finish book</li> </ul>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>-Listen respectfully to read aloud of Enemy Pie</li> <li>-Make predictions when teacher stops at a page</li> <li>-Share experiences with class, if they are related to the story</li> </ul>	<p>15 min</p>
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<p><b>Transform:</b>  <i>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?</i></p>	<p>Pacing</p>
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<p><b>Teacher will</b></p> <ul style="list-style-type: none"> <li>-Request a few volunteers to share their experiences that are similar to the one in Enemy Pie</li> <li>-Show students “Draw a Connection” handout</li> <li>-Let students know that their connection doesn’t have to be exactly like the one in the book, it can be related feeling, making a new friend, a parent helping us out etc.</li> <li>-Ensure all students understand by show of a thumbs up</li> <li>-Ask if students have any questions</li> <li>-Send students to desks</li> <li>-Call on paper helper to hand out “Draw a Connection” to all students</li> <li>-Allow students ten minutes to draw and write a connection, while circulating to have conversations</li> </ul>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>-Think about prior experiences and emotions that could connect to Enemy Pie</li> <li>-Share experiences with class, if comfortable</li> <li>-View “Draw a Connection” and put thumbs up, if expectations are clear</li> <li>-Ask clarification questions, if unsure</li> <li>-Go to desks</li> <li>-Wait for paper helper to come around with handout</li> <li>-Think of chosen connection to draw/write on handout</li> <li>-Begin drawing/writing</li> <li>-Expand on chosen connection, when teacher comes around</li> </ul>	<p>15 min</p>
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<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>Pacing</p>
<p><b>Teacher will</b></p> <ul style="list-style-type: none"> <li>-Ask if any students would like to share the connection they wrote/drew</li> <li>-Show a written/drawn connection under Doc Cam, if time allows to celebrate work</li> <li>-Collect “Draw a Connection” handouts</li> </ul>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>-Volunteer to share their written/drawn connection, if comfortable</li> <li>-Listen and be respectful when other classmates are sharing their connections</li> </ul>	<p>5 min</p>

**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 shared connections far deeper than what I expected! I think the scaffolding of the unit worked really well, starting off with simple pictures to get connections flowing and building up to a story. I will definitely do this lesson (and unit) again. I feel it can be adapted to any grade and holds immense benefits at any age!



## 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?