

Candidate's name: Kristine Ewald

Grade/Class/Subject:	Grade 1 Cross Curricular Science, Socials, Career Education, Languages and English Language Arts	School:	
Date:	September	Allotted Time:	45 minutes
Topic/Title:	The Traditional Tsimshian Seasonal Rounds Introduction		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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.

Introduction to Tsimshian Seasonal Rounds through multiple curricular subjects, today's lesson incorporates science, social studies, English language Arts, and careers education.

2. 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 <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communicating: Students communicate with intention and purpose by connecting and engaging with others (considering diverse perspectives). This will be during the reading of the book and the talking circle.</p> <p>Collaborating: students commit to needed roles and responsibilities, are conscientious and contributing, support group interactions, and determine common purposes. This will be demonstrated during the talking circle.</p> <p>Thinking – students express creativity and reflective thinking through their art journals. They will do this by writing or drawing their ideas and reflections about the lesson.</p> <p>Personal Awareness: self-advocacy, awareness, and responsibility by being respectful while listening to the book and taking part in the talking circle.</p> <p>Positive and Personal and Cultural Identity: understanding relationships and cultural contexts by engaging in the lesson on the seasonal rounds. Also, the students will show reflective thinking in their art journals.</p> <p>Social awareness and Responsibility: The students will do this by building positive peer and intergenerational relationships, contributing to the community and caring for the environment, valuing diversity and acting ethically</p>

--	--

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

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

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<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 checked="" 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 checked="" type="checkbox"/> Learning requires exploration of one's identity. <input checked="" type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>-Throughout the entirety of this unit, the students will explore many sectors of the First Peoples Principles of Learning. They will learn that shared knowledge, linking to the Tsimshian Seasonal Rounds, is important to the land we live and learn within and that information shared through Elder knowledge and stories are sacred. Following the practices of the seasonal rounds helps to take care of our land and people and carries on traditional knowledge of significant importance.</p>

4. 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>Socials: 1. we shape the local environment, and the local environment shapes who we are and how we live. 2. our rights, roles and responsibilities are important for building strong communities.</p> <p>Careers: 1. Strong communities are the result of being connected to family and community and working towards common goals. 2. Everything we learn helps us to develop skills. 3. Communities include many different roles requiring many different skills.</p> <p>Science: 1. Living things have features and behaviors that help them survive in their environment.</p> <p>English Language Arts:</p> <ol style="list-style-type: none"> 1. Stories and other texts can be shared through pictures and words. 2. Language and story can be a source of creativity and joy 3. Through listening and speaking, we connect with others and share our world.

5. LEARNING STANDARDS/INTENTIONS

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

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
English Language Arts: <ul style="list-style-type: none">-use prior knowledge to make meaning.-engage actively as listeners, viewers, and readers to develop an understanding of self, identity, and community.-recognize the importance of story in personal, family, and community identity. Science: <ul style="list-style-type: none">-recognize First Peoples' stories as a way to share knowledge. Careers: <ul style="list-style-type: none">-share ideas, information, personal feelings, and knowledge with others.-identify and appreciate the roles and responsibilities of people in their schools, families, and communities. Social Studies: <ul style="list-style-type: none">-explore different perspectives on people, places, issues, or events in their lives (perspective)	English Language Arts: <ul style="list-style-type: none">-Story and text: elements of story Science: <ul style="list-style-type: none">-local First Peoples knowledge of the local landscape, plants, and animals.-local First Peoples understanding and use of seasonal rounds. Careers: <ul style="list-style-type: none">-cultural and social awareness Social Studies: <ul style="list-style-type: none">-diverse cultures, backgrounds, and perspectives within the local and other communities.

6. ASSESSMENT PLAN

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

<i>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?</i>
<ul style="list-style-type: none">-The students will complete their art journals to check for understanding. (Summative assessment) I will check the journal with the students and give them immediate feedback.-Checking in with the student's understanding while we collaborate during the reading and the talking circle. (Formative assessment)

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

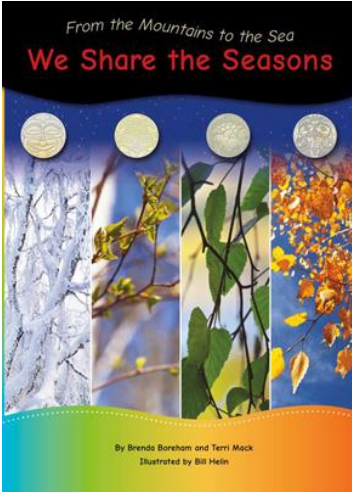
<i>Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion</u> of diverse needs, interests, cultural safety and relevance; <u>higher order thinking</u>; <u>motivations</u> and specific <u>adaptations</u> or <u>modifications</u> 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.</i>
<ul style="list-style-type: none">-Explicit and short instruction.-Information is delivered using visuals, tactile and verbal with the students.-Give each student enough time to participate in the art journal.-For differentiation, the students have a choice to draw or write in their art journals.-Fun lessons and collaboration allowed to reduce anxiety or frustrations.

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.

For this lesson we require the book, *From the Mountains to the Sea: We Share the Seasons*. By Brenda Boreham and Terri Mack. The students' art journal, pencil, colouring tools, and an eagle's feather.

8. LESSON OUTLINE

[illegible]

	<p>and reiterate what they have learnt at morning Circle Time. (I will remind the students at the end of the day when we are doing day planners, to share what was learned during this time.</p> 	
<p>CLOSING:</p> <ul style="list-style-type: none">• <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i>• <i>review or summary if applicable</i>• <i>anticipate what's next in learning</i>• <i>"housekeeping" items (e.g. due dates, next day requirements)</i>	<p>-To transition the students will show me their completed art journals, I will go over the art journal with each student.</p> <p>-Once their art journals have been checked over, they will move on to free time.</p> <p>-During free time there are multiple games and activities that partner well with what we are learning about, note photo at the bottom for reference.</p>	<p>5-10 minutes</p>

Candidate's name: Emily Barron

Grade/Class/Subject:	Grade 1 Cross-Curricular Science, Social Studies, Physical and Health Education, English Language Arts, Arts Education	School:	
Date:	September	Allotted Time:	45 minutes day one 2.5 hours (approximately) day two
Topic/Title:	Experiential/Place-Based Learning Field Trip for Berry Picking/Plant Identification (Cross-Curricular with Seasonal Rounds September lesson)		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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 summatively assess the students on their participation, engagement, and effort throughout the field trip. The students will be formatively assessed on their ability to classify plants that have been previously discussed throughout science curriculum.

2. 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 <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communicating: -students engage in informal conversations where they listen, contribute, develop understanding, and build relationships</p> <p>Collaborating: -support group interactions by listening respectfully to others, work as a team to maintain safety throughout field trip, collaborate during berry picking for efficiency</p> <p>Critical and Reflective Thinking: -analyze, question, and investigate the plants viewed throughout the field trip and relay the information via drawings/writing in Art Journal</p> <p>Positive Personal and Cultural Identity: -understanding relationships and cultural contexts, relevant to discussing seasonal rounds and local First Peoples</p> <p>Social Awareness and Responsibility: -contribute to community and care for the environment, being cautious of respecting the land that we are touching throughout our learning during the field trip -valuing class-wide diversity throughout</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

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

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<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 checked="" 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 checked="" type="checkbox"/> Learning requires exploration of one's identity. <input checked="" type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	Throughout the entirety of this unit, the students will explore many sectors of the First Peoples Principles of Learning. They will learn that knowledge shared, linking to the Tsimshian Seasonal Rounds, is important to the land that we live and learn within, and that information shared through Elders' stories are sacred. Following the practices of the seasonal rounds helps to take care of our land, our people, and carries on traditional knowledge of significant importance. The information shared in Tsimshian practices relays that our treatment towards the land is directly related to its wellbeing. Generational roles and responsibilities have carried on this knowledge and continues to do so presently.

4. BIG IDEAS

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

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?
<p>Science: -Living things have features and behaviours that help them survive in their environment</p> <p>Social Studies: -we shape the local environment, and the local environment shapes who we are and how we live -our rights, roles and responsibilities are important for building strong communities -healthy communities recognize and respect the diversity of individuals and care for the local environment</p> <p>Physical and Health Education: -daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living</p> <p>English Language Arts: -stories and other texts can be shared through pictures and words</p> <p>Arts Education: -people connect to others and share ideas through the arts</p>

5. LEARNING STANDARDS/INTENTIONS

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

Curricular Competencies: What are students expected to do?	Content: What are students expected to learn?
<p>English Language Arts: -use prior knowledge to make meaning -engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community -recognize the importance of story in personal, family, and community identity -identify, organize, and present ideas in a variety of forms</p> <p>Science: -observe objects and events in familiar contexts</p>	<p>English Language Arts: -use basic (and previously taught) literary elements and devices to formulate artistic or written displays of information</p> <p>Science: -classify living things (plants) -names of local plants</p>

<ul style="list-style-type: none"> -make and record observations -experience and interpret the local environment -recognize First Peoples stories as ways to share knowledge -communicate observations and ideas using oral or written language and drawing -express and reflect on personal experiences of place <p>Social Studies:</p> <ul style="list-style-type: none"> -explore different perspectives on people and place <p>Art:</p> <ul style="list-style-type: none"> -express observations and experiences through the arts <p>Physical and Health Education:</p> <ul style="list-style-type: none"> -develop and demonstrate safety and leadership in physical activities -participate daily in physical activity at moderate to vigorous intensity levels -identify and explore a variety of foods and describe how they contribute to health 	<ul style="list-style-type: none"> -the knowledge of First Peoples (knowledge of the local landscape and its plants, local First Peoples understanding and use of seasonal rounds) <p>Social Studies:</p> <ul style="list-style-type: none"> -characteristics of the local community that provide organization and meet the needs of the community -relationships between a community and its environment -natural features of the local environment <p>Art:</p> <ul style="list-style-type: none"> -personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment <p>Physical and Health Education:</p> <ul style="list-style-type: none"> -practices that promote health and wellbeing
--	--

6. 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?

Summative: journaling their understanding of September Seasonal Rounds in their art journal as one entry, as well as gluing their observations from our nature walk/berry picking field trip in an additional entry. The second entry should include three classifications of local plants that have been previously learnt. These entries can be formally written or drawn (or a combination of both) to allow for differentiation. The students will submit their journals with the two completed entries to the teacher for evaluation. See attached rubric for details.

Formative: the students will be graded on participating respectfully throughout the field trip and the classwork that follows. They will be practicing safe walking skills, good listening to the teacher's expectations, and giving their individual best effort with their journals.

7. 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.

Differentiation will take place within their journal entries, as they can either write or draw their observations of local plants (identifying at least three), as well as in their first journal about the seasonal rounds. If the students choose to draw, they must show the teacher their completed work and ask for assistance with labelling their drawings for adequate assessment. EA support will be utilized throughout all aspects of the lesson, if available for those who require additional support. A classroom computer is available for use, for those who can type rather than write but have strong language skills. The field trip is optional for any students with physical limitations, and the principal is happy to occupy these students with "special jobs". No marks will be lost for these students.

The entirety of this unit is Cross-Curricular and will be repeated for the first week of every month (consisting of Mathematics, Social Studies, Science, Physical and Health Education, Careers, Art, English Language Arts).

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.*

Day One: Journal prompt will be written on the board to follow our circle-time lesson with an elder, explaining what the importance of Seasonal Rounds is, detailing what September specifically entails. Journal Prompt: "What is important about September in the Seasonal Rounds? Try telling or showing me two important things that we learnt."

Day Two: Field trip permission slips were previously sent home and signed by parents, following approval by the school administration. Permission has already been granted to visit the grounds where we will pick berries. Some parent volunteers have been secured, including one EA and the teacher. The journal paperwork has already been printed out and attached to clipboards, for ease during field trip.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
OPENING: <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>	Day One: Students return to their desks following circle-time with local Tsimshian Elder. They will complete a journal entry via drawing or writing about two important things that they learnt. Their journals will be handed in to the teacher upon completion for marking.	30-45 minutes

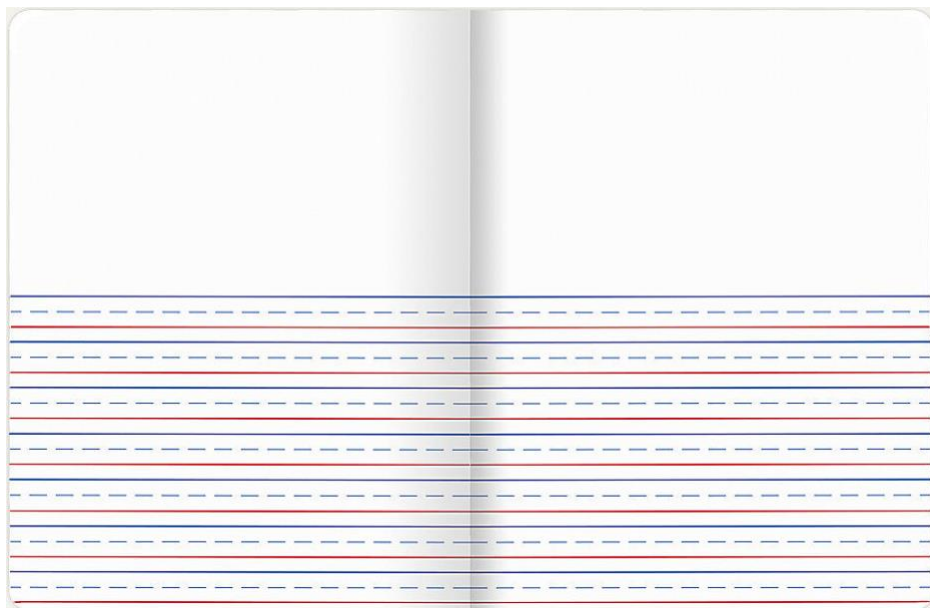
BODY: <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share 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), and other applications of design considerations</i> 	<p>Day Two:</p> <p>Students will use the washroom, go to mudroom to get dressed, and lineup for attendance. Teacher will already have attendance list, First Aid kit, and clipboards with journal and pencils ready to go in a backpack. A wagon will also be brought with buckets for berry picking and wet wipes for hands. The students will be matched with a walking buddy and be reminded of the safety expectations while leaving school grounds.</p> <p>Teacher will lead students on walk to field trip spot (approximately three blocks away). Teacher and chaperones will ensure safety throughout, following school field trip guidelines.</p> <p>Upon arriving at field trip spot, the teacher will distribute clipboards and ask the students to begin to identify three plants that they recognize (with support from teacher and EA). They can complete this work through writing or drawings, and the teacher will circulate as much as possible.</p> <p>After allowing sufficient time for the students to begin drafting their observations (ensuring each kid has at least three plants drawn/labelled by an adult or written) the students will sit down and be directed by the teacher about respectful berry picking. The class will try to gather three buckets full, as per direction of the property owner.</p> <p>The teacher will guide the students and volunteers back to the school, following the same safe walking practice.</p>	<p>15 minutes</p> <p>30 minutes</p> <p>30 minutes</p> <p>20 minutes</p> <p>30 minutes</p>
CLOSING: <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>The students will enter the mudroom, take off their outside gear, and go to the washroom to wash their hands before returning to the classroom. The teacher will bring the buckets of berries into the classroom to wash and deal with at the end of the day. The clipboards will be safely stored on the teacher's desk for assessment. Any students who have not finished their journal entries will be encouraged to finish and glue in their entries after lunch time, during their usual "quiet time".</p>	<p>15 minutes</p> <p>(Additional 20 minutes to complete work)</p>

Art/Writing Journal Rubric: September Seasonal Rounds (Entries 1 and 2)

Criteria	Excellent (5)	Developing (4)	Limited (3)
Content Knowledge	Student displayed understanding of knowledge that was expected throughout the specific lesson, showed that they were attentive during lesson time, and took an interest in gaining deep comprehension of the content.	Student displayed some understanding of knowledge that was expected throughout the specific lesson, showed that they were sometimes attentive during lesson time, and showed brief interest in gaining deep comprehension of the content.	Student displayed some understanding of one of the expected lesson details, showed some attentiveness during lesson time, and showing little to no interest in gaining deeper comprehension of the content.
Participation, Effort, Thoughtful Completion	Student worked hard and took their time in the journal entries. The drawings/writing were done to the best of their ability and exceeded the expectations for the assignment.	Student worked hard some of the time throughout the assignment and may not have taken their time to complete the journal entries. The drawings/writing were done at a mediocre level for this student's ability.	Student may not have worked hard throughout class time to complete the assignment. They did not take the time to complete the assignment to the best of their abilities and could use some improvement with more time.

Day One Journal Entry Prompt:

What is important about September in the Seasonal Rounds? Try telling or showing me two important things that we learnt.”



Name or Show me 3 Plants That You Recognize!
(You can draw or write).

Name: _____

Example: I saw a Spruce Tree.

1.



2.



3.



Candidate's name: Joë Dion-Croteau

Grade/Class/Subject:	Grade 1 Cross-Curricular Math, Science, Social Studies/Measurement	School:	
Date:	September	Allotted Time:	1.5 hours
Topic/Title:	Let's Make Jam!		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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.

As part of the Tsimshian Seasonal Rounds unit plan, students will be able to make their own blueberry jam from the berries they collected from the previous lesson plan. They will need to think critically about which measuring cup they will need to use and count the number needed accordingly. Once students have completed the recipe, they will be instructed to complete the additional blueberry math worksheet.

2. 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 <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> students will learn new mathematical measurements and their representations students must apply their critical and reflective thinking skills to determine which measuring cup to use the ability to add numbers and create a recipe to later enjoy — will add to the students' personal and social awareness and responsibility in their day to day lives as they grow in and with their community working in pairs will allow students to practice communicating and working as a team

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

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

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<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 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.	<ul style="list-style-type: none"> • this lesson allows for learning over time and at different rates — this ultimately supports the learner's well-being of the self • students will learn that knowledge is experiential and reflective by determining correct measurements and the answers for each problem from the worksheet • by modeling this experiment in front of the students, they will be able to listen to me speak and make existing or new connections with mathematical concepts and measurements • confidence develops through the process of self-discovery – meaning the students will develop their identity through life experiences and learning • following the practices of the seasonal rounds helps to take care of our land, our people, and carries on important traditional knowledge

4. BIG IDEAS

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

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?
<ul style="list-style-type: none"> • using language and math in creative and playful ways helps us understand how language and numbers work • everything we learn helps us develop skills that can be used in the future • communities include many different roles requiring many different skills – by practicing and learning a variety of skills such as math— this can help students discover what they want to pursue in the future

5. LEARNING STANDARDS/INTENTIONS

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

Curricular Competencies: What are students expected to do?	Content: What are students expected to learn?
<ul style="list-style-type: none"> • become involved in activities in order to develop a sense of belonging in the class • use non-conventional writing and drawing to convey a message and create a recipe 	<ul style="list-style-type: none"> • elaboration: what patterns do you see in your local environment? • questioning and predicting experiments • differences in measurement practices

<ul style="list-style-type: none"> • demonstrate curiosity and a sense of wonder about the world • use reasoning to explore and make connections • use mathematical vocabulary and language to contribute to mathematical discussions 	<ul style="list-style-type: none"> • represent mathematical ideas in concrete forms
--	--

6. 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?

- students will demonstrate learning through completion of the worksheet provided
- formative assessments will be made through verbal questioning and answering — feedback will be provided through the teacher

7. 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.

- this lesson will be demonstrated for all students who have proficiency in hand mobility and visibility
- if student is having difficulties, they will be placed with a partner who can help them
- those who finish early will be asked to complete the additional worksheet

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.*

- for a class of 20 students:
 - 11 mixing bowls
 - 11 measuring cups, and spoons
 - 44 cups of blueberries
 - 11 cups of sugar
 - 11 tablespoons of lemon juice
 - 11 pinches of cinnamon
- photocopy worksheets for students

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <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>	<ul style="list-style-type: none"> cue students that it is time to make some jam! prompt students into the activity by asking them what kind of blueberries did we pick the other day? hand out recipe with blueberry fun facts/questions and tools needed to create recipe start reading the fun facts/questions with the students as a quick intro 	<p>quick transition to lesson with an interactive and lively pace</p>
<p>BODY:</p> <ul style="list-style-type: none"> <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), and other applications of design considerations</i> 	<ul style="list-style-type: none"> explain to students that it's important to be accurate with our measurements prompt interest by asking these questions: <ul style="list-style-type: none"> has anyone baked at home before? what do we use to measure when baking? explain to students that there are many different ways to measure ingredients for a recipe at the front of the class, show students what 1 measuring cup, 1 tablespoon, and 1 pinch looks like — this is what we will be using today point to the recipe on the sheet provided and show the matching symbols to the ingredient quantity list tell students that I will first demonstrate and then you will do the same taking turns with your partner demonstrate: <ul style="list-style-type: none"> 4 cups of blueberries into the large mixing bowl 1 cup of sugar into the large mixing bowl 1 tablespoon of lemon juice into the large mixing bowl 1 pinch of cinnamon into the large mixing bowl give students 10min of independent work time to mix all the ingredients together. Ask them to check the ingredient off the list once they have added it to the mixing bowl. Assist students with any questions they may have or extra help 	<p>(1 hr)</p> <p>redirect students who get off-task as needed and answer questions along the way</p>

	<ul style="list-style-type: none"> once completed, the students will be asked to come to the front of the class and pour their recipes into the large pot on the portable stove top at the front of the class explain to students that this large pot will now need to be over medium heat for 30 minutes and we will need to stir lots until it has thickened. as we wait for the jam to finish, students will be asked to clean up their stations and come to the front to grab the worksheet as the students are completing the worksheets, they will be asked individually to come help stir the pot for a few minutes. 	
CLOSING: <ul style="list-style-type: none"> <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> <i>review or summary if applicable</i> <i>anticipate what's next in learning</i> <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<ul style="list-style-type: none"> once the jam has cooled to a moderate temperature, students will then each pour jam into their own separate container to take home clean up time 	(30min)

9. **REFLECTION** (*anticipate if possible*)

<ul style="list-style-type: none"> <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> <i>What went well in the lesson (reflection <u>on</u> learning)?</i> <i>What would you revise if you taught the lesson again?</i> <i>How does the lesson and learners inform you about necessary next steps?</i> <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>

It's important to continue to consider all skill levels and apply differentiation to meet all individual levels in the classroom. I valued the success of all students, cared for them, and acted in their best interests.

Name: _____

Let's Make Jam!



How are blueberries grown?

- ❖ Blueberries are grown outside on bushes.
- ❖ They need lots of water and sunlight to grow big and juicy!

What can you do with blueberries?

- ❖ You can eat them fresh
- ❖ bake with them
- ❖ or use them to make jam like we're going to do today!

😊 Blueberries are yummy and healthy for you 😊

Blueberry Jam Recipe

Ingredients

☐ 4 cups of fresh blueberries



☐ 1 cup of sugar



☐ 1 tablespoon of lemon juice



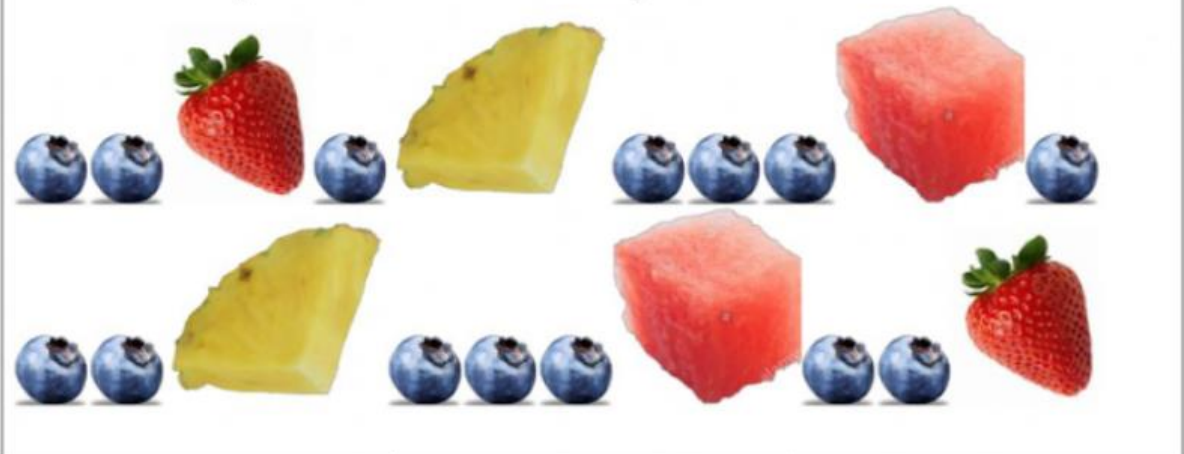
☐ 1 pinch of cinnamon







Name: _____

Answer the following math questions about blueberries!

1. How many blueberries are in my fruit salad?

		
14	20	17

2. Complete this pattern:

3. If there are 2 cups of blueberries in 1 basket, how many cups of blueberries would be in 3 baskets?



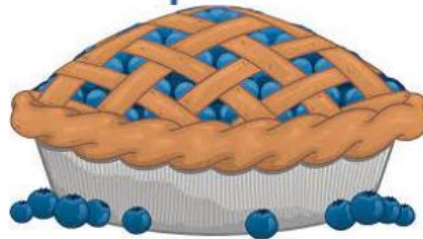
6

9

3

4. Look at the recipe below. How many cups of blueberries does this pie recipe call for?

- ☐ 3 cups of sugar
- ☐ 1 cup of cinnamon
- ☐ 4 cups of blueberries
- ☐ $\frac{1}{4}$ cup of flour
- ☐ 3 cups of smiles



$\frac{1}{4}$ cup

3 cups

4 cups