

Candidate's name: Emily Barron

Grade/Class/Subject:	Kindergarten/Social Studies	School:	Thornhill Primary School
Date:	November 21, 2022	Allotted Time:	25 mins. (approx.)
Topic/Title:	Family – What is a family? Who is in your family?		

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 for students to understand what 'family' is and acknowledge that all families are different. They will be asked to reflect on what their individual family is like, make connections through discussion and listening to a read-aloud story, and displaying what their family looks like through drawing and colouring.

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 <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communications:</p> <ul style="list-style-type: none"> Connecting and engaging with others Focusing on intent and purpose Presenting information <p>Collaborating:</p> <ul style="list-style-type: none"> Supporting group interactions <p>Critical and Reflective Thinking:</p> <ul style="list-style-type: none"> Reflecting and Assessing <p>Creative Thinking:</p> <ul style="list-style-type: none"> Evaluating and Developing <p>Personal Awareness and Responsibility:</p> <ul style="list-style-type: none"> Self-advocating Self-regulating Well-being <p>Positive Personal and Cultural Identity:</p> <ul style="list-style-type: none"> Understanding relationships and cultural contexts Recognizing personal values and choices

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).	<p>Learning about our families is a comprehensive way to reflect on the well-being of ourselves and our family relationships.</p>

<input 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 type="checkbox"/> Learning is embedded in memory, history, and story. <input type="checkbox"/> Learning involves patience and time. <input checked="" 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>This lesson on family is a reflective, experiential, and relational opportunity for students to focus on connectedness and reciprocal relationships within our families.</p> <p>When learning about our families, we have a rich opportunity to explore the generational roles and responsibilities that exist within our home lives.</p> <p>One's family is a major contributor to our identity and exploring who we are as a family member is the largest factor within this lesson.</p>
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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>
Stories and traditions about ourselves and our families reflect who we are and where we are from.

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>
<ul style="list-style-type: none"> Explain the significance of personal or local events, objects, people or places (specifically families) Acknowledge different perspectives on people, places, issues, or events in their lives. We each have unique families, and that is something to celebrate collectively. 	<ul style="list-style-type: none"> Ways in which individuals and families differ and are the same Personal and family history and traditions

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>
The students will be assessed formatively on their group interactions, attentive listening to the story, and drawing/colouring a picture of their own family. Students will be encouraged to discuss the criteria for the assignment prior to beginning their work, allowing them the opportunity to be responsible and accountable for creating optimal work to the best of their ability (Standard 5). Assessment will continue throughout the three consecutive lessons pertaining to family, and summative marks will follow once the unit is completed.

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.

Throughout the lesson, kindness will be at the forefront during conversations. Students will be encouraged to understand differences and similarities between their family and their peers' and listen attentively to the discussion and story. For differentiation, the students who work slowly will be expected to complete a drawing of their family and will not need to follow-through with the second task of colouring. Some students may find this lesson to be long, and therefore may choose to leave the classroom with an EA and work in the hallway, or a classroom designated for a quiet workplace. In this case, their work will be handed to the EA and can be completed in a different location in the school to meet the students' needs. The teacher will have this discussion with the EA prior to the lesson commencing.

A student with visual impairment may be present for this lesson. In this case, they will have the opportunity to sit at their table and use their Acrobat technology to zoom in on me and see the lesson orientation. They will get to take my exemplar page with them to do their work, so that they can see close-up what they are expected to do.

A body-break may be integrated within the lesson, based on the needs of the students. This will be prepared in advance and utilized if needed.

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.*

"The Family Book" by Todd Parr will be ready for the teacher by the 'group spot'. The teacher's exemplar picture will also be ready to show the students, as well as the document camera to show (if needed). The pages will be photocopied and ready to go prior to the lesson beginning.

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>	Teacher will ask students to meet at the 'group spot' for discussion. Students will sit at their assigned spots and show calm bodies that are ready to learn.	1 min

<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> 	<p>#1: Teacher will facilitate a discussion about what a family is. Students will be encouraged to put their hands up and contribute to the conversation if they can, listen respectfully to others, and gain some understanding of the concept of family.</p> <p>#2: Teacher will read “The Family Book” by Todd Parr. The students will be asked to show a CAFÉ Connections C (physically placing their hand in the shape of a C on their forehead) if there are parts of the story that they relate to or make a connection with. The teacher will follow by asking the students if they learned anything new about families after reading the story. Students can raise their hands to share their thoughts.</p> <p>#3: Teacher will show the students an exemplar of the page that they will be completing next, by drawing their family and colouring it in. The teacher will explain the following steps: -write your name on the top of the page -draw all of the members in your family (clarifying that maybe not all of your family members live in the same house as you and that that’s okay) -raise your hand to show an adult. The adult will label each member of your family for you. Once the page is labelled and complete, the adult will stamp the child’s page with a smiley face (formative assessment). -Hand in your work to the hand-in basket Before dismissing the children, the teacher will ask the students to share their thoughts on the criteria for the assignment prior to beginning their work, allowing them the opportunity to be responsible and accountable for creating optimal work to the best of their ability (Standard 5). For example, what are some things that we should do in our work, and what are some things that we should not do. The teacher will continue assessment throughout the lessons to follow.</p> <p>#4: Students will be dismissed to their desks by the teacher (Special Helper first, Student of the Week second, and then dismissed by row). As they are dismissed, they will grab the page from the teacher and take to their desks. The teacher will tell them to grab their pencil cases out from their bins, write their names on the top, and then complete their drawings. Visual steps will be written on the whiteboard for them to follow, as well as continuous verbal reminders throughout the lesson.</p>	<p>3 mins.</p> <p>5-10 mins.</p> <p>3 mins.</p> <p>15 mins. (approx.)</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>The adults in the room will assist as needed throughout, label when the students finish their work and stamp once the work is completed. When students are done, they may hand their work in to the hand-in bin and start to play with Morning Centers (this assignment will be their exit ticket).</p>	<p>As needed</p>

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

- *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
- *What went well in the lesson (reflection on learning)?*
- *What would you revise if you taught the lesson again?*
- *How do the lesson and learners inform you about necessary next steps?*
- *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
- *If this lesson is being observed, do you have a specific observation focus in mind?*

Pre-Conference:

- How was the students' comprehension of the material?
- Behaviours throughout

Post-Conference:

Overall, this lesson went quite well. The students engaged well with the content, and all showed an understanding of what family is. The students were sensitive to the concept that all families are different and were respectful listeners when others were sharing their thoughts. There were many opportunities throughout our discussions and debrief after reading the book to celebrate differences and what makes each individual family special. We had a small class today with low attendance, which provided me with a rare opportunity to have an attentive conversation with each of them about their families. Because of this low attendance, other time throughout the week will be given to the other students to catch-up, as this is one of the core components of the Social Studies curriculum for Kindergarten. I placed an emphasis on discussion for this lesson, and therefore we were left with a short amount of time for the students to finish drawing their pictures and colouring. These students will also finish their work this week. The students had the opportunity to create their own assessment criteria for the lesson and therefore took some ownership over the completed project/were aware of the guidelines that we had agreed upon to create optimal work. I continuously reaffirmed the expectations for the assignment multiple times, as well as going over the steps to complete their work every few minutes. In future lessons that are short on time, I could use the colouring segment of the lesson as an option for differentiation, so that the students who finish their work early have something that they can do.