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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Victoria Finley** |

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| **Grade** | Grade Two | **Topic** | Language Arts, Social Studies and Art Education |  |
| **Date** | November 17th | **Allotted Time** | 45-55 min |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://firstpeoplesprinciplesoflearning.wordpress.com/>  <https://curriculum.gov.bc.ca>  <https://classroom.synonym.com/talking-stick-ideas-elementary-8018301.html> | | | |

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

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| Today students will listen to a read aloud and do a journal entry based on the read aloud. Students will be introduced to the book *The Sharing Circle: Stories about First Nations Culture* by Theresa Meuse. Teacher will bring a talk stick that she made for this class. Teacher will explain the importance of the talking stick and the sharing circle. After the reading, students will be able to make their own talking sticks and decorate them the way they want to. The talking stick will teach students to take turns speaking and listening. The talking stick can be an effective classroom management tool. |

**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 |
|  |  | **I can have a positive personal and cultural identity, value my personal and cultural narratives and understand how these shape my identity.** |

**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 is embedded in memory, history, and story. | **Students and teacher recognize the importance of history, story and remember those who we lost in the war. Students understand the importance of culture and how important it is to remember.** |

**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):  LA – People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity.  ART – Creative expression develops our unique identity and voice.  S.S. – Canada is made up of many diverse regions and communities.  *Essential or Guiding Question(s):*  LA – Why do we use a talking stick? Where did the talking stick and sharing circle come from? |
| ***Do***  Curricular Competencies (Learning Standards):  LA:   * Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.   ART:   * Express feelings, ideas, stories, observations, and experiences through creative works.   Social Studies:   * Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. |
| ***Know***  Content (Learning Standards):  LA:   * Concepts of print. * Print awareness. * Phonemic and phonological awareness. * Letter formation. * Sentence structure.   ART:   * Traditional and contemporary Aboriginal arts and arts-making processes.   Social Studies:   * Key cultural aspects (e.g., language, traditions, arts, food). |

**STAGE 2: Assessment Plan**

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

* Students will participate in discussions and listen to read aloud.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* Students will show their best behavior during sharing circle and while holding the talking stick.
* Students will create their own talking stick.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | * I can make my own talking stick. * I can understand the importance of the talking stick and sharing circle. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | * I will design my own talking stick and make it original. * I will learn First Nations stories. * I will contribute to discussion with my comments. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | * I need to listen to the storybook read by teacher. * I need to participate in discussion lead by teacher and other students. * I need to have all material available to create my talking stick. |

**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/behaviour difficulties or require enrichment?* | | |
| Students need to/must do   * Listen to the read aloud. * Design a talking stick. * Participate in discussion.   Access/All | Students can do   * Make a creative design of a talking stick.   Most | Students could do/try to   * Contribute to the discussion with some stories about sharing circle and talking stick. * Understand the importance of the talking stick.   Few/Challenge |

**STAGE 3: Learning Plan**

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

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| *The Sharing Circle: Stories about First Nations Culture* by Theresa Meuse |

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

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| Wooden sticks and other supplies will be distributed by the teacher.  Teacher will explain how to behave when there is a talking stick in the sharing circle.  Students should respect the talking stick, not throw it or poke each other.  Only the person with the talking stick can talk.  Students are required to use hand sanitizer before holding the talking stick.  The talking stick will be wiped before the use.  3 students will be with EAs. |

**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.*  **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?*  **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?*  **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**   * Ask students to come to the carpet and sit quietly. * Reconnect with students, introduce the learning intention. * Start with brainstorming about the sharing circle and what do they know about it. Show the talking stick and ask if students know what it is for. Explain the rules, that the person with the talking stick is the only one that can talk. * Let students answer. Pick only a few to answer the questions. * Show students the book *The Sharing Circle: Stories about First Nations Culture* by Theresa Meuse. * Ask what do students think the book will be about. * Why did I choose this book? Let students answer. Explain the reason why- you want to introduce students to Indigenous culture. * Start reading *the book.* * Stop at each page and let students look at the pictures in the book. Ask what do they see. * Finish ready the book. * Ask students what did they learn from this book? Have they heard anything from the book before? * Appreciate students for their participation and tell them any other important information they haven’t mentioned already. * Ask students to go back to their desks. * Explain that now students will be doing an activity where they will be making their own talking sticks. Students must understand the importance of the talking sticks and put effort into making them. * Give each student a talking stick. Remind them to be respectful and make good choices. Supply students with little bags of art and craft supplies. * Ask students to start making their talking sticks. * Circulate the room and check on each student. Help students with taping or gluing if they need any assistance. * Ask students to finish up and clean up after themselves. Give them time to clean up (remind them again). * Ask students to go back to the carpet and sit in the circle. * Ask students to share their talking sticks with the class and explain their design choices with the class. * Ask students what they’ve learnt and now know about the talking stick and sharing circle. * Thank students for participating in this activity. | **Students will**   * Come and sit quietly at the carpet. * Respond to prompts and comments, share opinion on learning intentions. * Understand the importance of the sharing circle and the talking stick. * Answer teacher’s questions, share their opinions and explain the meaning of sharing circles and the talking stick. * Look at the book shown by the teacher. Relate to the book, ask questions. Share opinion and answer questions about the sharing circle and the talking stick. * Share their opinion about the book and what it can be about. * Look at each picture and share with class what do they see. * Share what did they learn from the book with the class. * Listen to the teacher’s comments about the book, sharing circle and the talking stick. * Go back to the desks. * Understand what they have to do in order to accomplish their learning goals. Listen to the rules that they have to follow and understand them. * Be respectful to the talking stick given by the teacher. Remember to follow the rules. * Start Making their own talking sticks. * Continue making the talking stick. Carefully plan out the design and what materials to use for decorating. * Finish up and clean up after themselves. * Go back to the carpet and sit back in the circle. * Share their talking sticks with the class and explain their design choices with the class. * Share what they’ve learnt with the class and what they know about the talking stick and sharing circle. |  |

**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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