** DRAFT LESSON PLAN (REVISED 2021)**

**Candidate’s name:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade/Class/Subject: | Grade 3 **English Language Arts** | School: | Elementary |
| Date: | August 11, 2022 | Allotted Time: | Day 1: 60 minutes, Day 2: 45 minutes, Day 3: 35 minutes, Day 4: 35 minutes |
| Topic/Title: | Exploring the Heart of Language Arts through Indigenous Storytelling | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *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 compilation of English Language Arts lessons is to teach grade three students the heart of English Language Arts, through a rich collection of literacy surrounding vocabulary, comprehension, and self-expression. |

1. **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.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | * A compilation of English Language Arts lessons will encourage students to **communicate** confidently, using forms and strategies that show particular attention to audience and purpose. * A compilation of English Language Arts lessons will encourage students to **collaborate** effectively through facilitating group processes and engaging in collective responsibility for the group's progress. * A compilation of English Language Arts lessons will encourage students to think **critically** and engage in **reflective** thinking by having the opportunity to explore new materials and actions. * A compilation of English Language Arts lessons will encourage students to engage in **creative** thinking by receiving ideas through play and thinking “outside the box” to obtain innovative ideas while persevering to develop them. * A compilation of English Language Arts lessons will enhance students and their personal and social learning through exploring **positive personal and cultural identity** by a means of becoming aware of the diversity around them, identifying people, places, and things that are important to them, and understanding that they are a part of larger communities. Additionally, students will recognize the continuous and evolving nature of their own identity and those around them. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

|  |  |
| --- | --- |
| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one's identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | |  | | --- | | This compilation of English Language Arts lessons will highlight Indigenous storytelling and ways of knowing.  Students will learn to connect story to the place and land, in a holistic and experiential way.  Students will be introduced to a wealth of Indigenous knowledge, while recognizing its incredible importance to society by teaching students how to be responsible, mindful, and economical with natural resources.  Students will learn that life-long learning is embedded in memory, history, and story. Students will be introduced to this through the exceptional oral tradition of First Peoples’ culture. Students will see this come to life through storytelling and emerge in the practice with a grand performance of a Raven Play that they will participate and engage in with an encouraging audience during their fine arts education. | |

1. **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?* |
| Students are expected to understand that language and story can be a great source of creativity and joy, and a variety of stories and other texts help us learn about ourselves, our families, and our communities. Additionally, students are expected to learn the importance of using language in creative and playful ways which helps us understand how language works. |

1. **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?* |
| Read fluently at grade level.  Use a variety of sources of information and prior knowledge to make meaning.  Make connections between ideas from multiple sources and prior knowledge to build understanding.  Engage actively as listeners, viewers, and readers, to develop understanding of self, identity, and community.  Explain the role that story plays in personal, family, and community identity.  Recognize the structure and elements of story.  Show awareness of how story in First Peoples cultures connect people to family and community.  Develop awareness of how story in First Peoples cultures connect people to land. | Elements of story including character, plot, setting, conflict, and theme.  Functions and genres of stories and other texts.  Text features including how texts and visuals are displayed.  Literary elements and devices such as descriptive language, imagery, and poetic language.  Reading strategies that consist of using illustrations and prior knowledge to predict meaning, locating the main idea and details, and using knowledge of language patterns and phonics to decode words.  Oral language strategies that consist of focusing on the speaker, speaking with expression, and connecting with the audience.  Language features, structures, and conventions that include features of oral language such as tone, volume, inflection, pace, and gestures. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) 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?* |
| * The teacher will assess students’ comprehension and understanding of the story through the formative assessment of think-pair-share. * The teacher will collect the compound word, word search for summative assessment. * The teacher will assess students through formative assessment with the symbolic Pictionary game. * Vocabulary will be assessed with a short formative quiz. This will successfully measure small parts of the instruction and to see where the students are in their learning. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *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 compilation of English Language Arts lessons will aid in differentiation by adding a variety of visuals such as the map for visual learners, the recording and reading of the story for auditory learners, and experiential learning for hands-on learners with the Reader’s Theatre and having the opportunity to bring their reading to life through given lines and roles. Additionally, playing games such as the “symbolism Pictionary” learning tool will implement differentiated instruction and learning through competition, which is indeed a strong motivator. |
| **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 resources, material, and technology required for these lessons consist of:   * Recording of Robert Budd and Roy Henry Vickers “Raven Brings the Light “**https://youtu.be/MdAp4oFScXw** * Map * A copy of Gerald McDermott’s “Raven: A Trickster Tale from the Pacific Northwest” * Required number of wordsearch copies (compound words) * Required number of vocabularies sets of definitions * A prompt for vocabulary activity * Required number of play scripts for students to read their roles in Reader’s Theatre * Symbolism Pictionary slideshow * Appropriate number of individual white-boards, dry erasers, and markers |

1. **LESSON OUTLINE**

**DAY ONE**

|  |  |  |
| --- | --- | --- |
| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *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* | Introduce Indigenous storytelling.  Discuss the role of storytelling in traditional and present societies.  Discuss the way that animals are represented in stories (animals associated with certain traits).  Introduce Raven as a central figure in many Indigenous stories and is credited with creating many things as we know them, including men and women (Haida), the moon (Tlingit) and the tides (Tahltan).  Explain that there are similar versions of this story in many local cultures. | Lively pace.  **5 minutes** |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *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* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Play the recording of Robert Budd and Roy Henry Vickers “Raven Brings the Light”  **https://youtu.be/MdAp4oFScXw**  As it is playing, show the students a map of the Northwest and show where the Raven is traveling as the story develops.  Also, jot down vocabulary words on the whiteboard as the recording plays.  (Generations, Revealed, Abundance, Variety, Enormous, Supposed, Defeated, Suspecting, Taunted, Waterproof)  Revisit vocabulary words in the context of the story, and provide one definition for each:   |  |  |  |  | | --- | --- | --- | --- | |  | Context | Line | Page | | Generations | Treasure chest was passed down for generations | “Our leaders have known for generations that one day a boy would come to this place…” | 6 | | Revealed | The chiefs open a bag to show Weget the fish eggs | They opened the pouch up carefully and revealed little red fish eggs | 12 | | Abundance | Referring to the number of fish that the eggs will make – what Weget will say | “Let all of these rivers bring forth an abundance of fish for my people.” | 12 | | Variety | Another bag from the Chiefs with many different seeds | And in that bag, there was a variety of berry and tree seeds. | 14 | | Enormous | Describing the long house where the Chief of the Heavens lives | He could see the enormous longhouse where the Chief of the Heavens kept the daylight ball | 20 | | Supposed | Weget thinks that he will get the ball but the chief refuses | Weget thought to himself, “this isn’t supposed to happen.” | 22 | | Defeated | Weget is sad because he didn’t get the ball | All he wanted was to put his raven skin back on and leave, because he felt defeated. | 22 | | Waterproof | The cedar box that the Chief’s daughter was drinking out of | She came down to the creek carrying a waterproof cedar box | 24 | | Suspecting | The Chief and his daughter didn’t realize that the baby was Weget | Soon after the Chief’s daughter gave birth to a beautiful baby boy, never suspecting it was really tricky little Weget” | 28 | | Taunted | The frogs are disrespecting Raven and not willing to share | The frogs taunted, “Beat it Weget. Leave us alone.” | 32 |  |  |  | | --- | --- | |  | Day one | | Generations | living beings that are one step in the line of descent from an ancestor  (draw it) | | Revealed | make unknown or secret info known to others | | Abundance | A lot of something | | Variety | the quality of being different | | Enormous | very large in size | | Supposed | To be expected or allowed to do something | | Defeated | Having been beaten | | Suspecting | Regarded as suspicious | | Taunted | To challenge or insult | | Waterproof | Something that water can’t get in or out of | |  |  |   **Transitioning to exploring the story “Raven: A Trickster Tale from The Pacific Northwest” told and illustrated by Gerald McDermott.**  Before examining this Indigenous story as a class, ask students to brainstorm the following:  What do you think of when you hear the word “**trickster**?” Take a few voluntary responses and record answers on the board.  What do you think of when you hear about the **Raven** animal? Record voluntary responses on the board. These questions will spark amplifying curiosity.  Read this story to the class while showing all beautiful illustrations and artistic expression in this copy.  Reading Comprehension Task:  After reading the story to the class, ask the following comprehensive questions and record voluntary responses on the board after having students participate in a **think, pair, share.**  *Who was the animal in the story?*  *Who was the child in the story?*  *How did we know the Raven was the child?*  *What did the Raven see in the world?*  *What did the Raven do when it noticed a light in the distance?*  **Transitioning to a compound words lesson.**  Write the definition of compound words on the whiteboard for the students to see.  Write two root words that create a compound word on the whiteboard, such as **sun** and **shine**.  Indicate to the students how these two words come together, to form the word **sunshine**.  Go through these steps continuously, until you feel that all students have a solid understanding of compound words.  Write a variety of compound and noncompound words on the whiteboard.  Work **together** as a class to select all the compound words to solidify the understanding of **compound words**. | **15 minutes**  **10 minutes**  **5 minutes**  **5 minutes**  **10 minutes** |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | To solidify, deepen, or reflect on the learning of compound words, provide the students with a fun and engaging wordsearch where they can search for ten compound words in the list (provided). Students will complete this task in class before the end of the day. | **10 minutes** |

**DAY TWO**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** | |
| **OPENING:**  *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* | Vocabulary Activity: Provide second set of definitions.   |  |  | | --- | --- | |  | Day two | | Generations | the average time in which children grow up, become adults, and have children of their own | | Revealed | To tell or show something secret to others | | Abundance | a very large quantity of something | | Variety | Many different types | | Enormous | Very big | | Supposed | Accepted or believed as true | | Defeated | To have lost or feel lost | | Suspecting | Doubting or questioning | | Taunted | To make fun of someone or laugh at their failures | | Waterproof | Something that keeps out water | | **5 minutes** | |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *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* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Prompt students to either give a thumbs up/down (if they are shy) or call out Yes or No to the following prompts: (If there is disagreement, ask the students to defend their answers) **(5 minutes)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | | Is this an example of  Generations? | Me, my mom, my grandma | Everything I ate for lunch | My brothers and sisters and all of our children | Me, my son, my grandson, and his son | | Is this an example of something being Revealed? | I unwrap a birthday present | My mom tells us a shocking secret | I wave at my friend across the playground | I open my mouth when I get to school to show that I lost a tooth the night before | | Would you describe this as an Abundance of something? | 2 pencils | 100 pompoms | a small hamburger | 1,000 ice cream cones | | Would you describe this as a  Variety? | If a store had 15 types of chocolate bar | If I had a collection of rocks that were all different sizes | If I had 3 popsicle sticks | If a store had 100 Oh Henry bars | | Would you describe this as Enormous? | A mouse | An elephant | The sun | A pebble | | Are you Supposed to do this? | Punch and hit each other | Scream and yell in class | Write your name on your schoolwork | Wash your hands after you go to the bathroom | | Would this make you feel Defeated? | If you got a bad mark on a test | If you lost every hockey game at a tournament | Your brother bought you a popsicle | If you were playing tag and couldn’t catch anyone when you were it | | Would you Suspect something was wrong? | If it was a sunny day | If your teacher lent, you a pencil | If you walked in a room and everyone looked upset | If you found a bottle marked “poison” in the teacher’s desk | | Is this person being Taunted? | Their big sister offers to help her with her math work | Her best friend compliments her hair | He drops his pencil, and his friends say “smooth move” | One kid made fun of another for having glasses | | Is this something that is Waterproof? | A Ziplock bag | A piece of paper | A strainer | A submarine |   **Transition to assigning Reader’s Theatre rolls in scripted play** (provided). Explain to students the importance of Reader’s Theatre in that it is a great way to have students practice their **reading skills** while also amplifying their confidence through performing in a play. Afterwards, proceed with an echo reading. **(15 minutes)** | |  |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Dedicated EA time for those struggling with reading and decoding their lines, along with **explicit** phonics instruction. | **20 minutes** | |

**DAY THREE**

|  |  |  |
| --- | --- | --- |
| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *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* | Vocabulary Activity: Provide second set of definitions.   |  |  | | --- | --- | |  | Day three | | Generations | all the sets of people who were born at about the same time | | Revealed | To open something up to be viewed | | Abundance | A large number or amount of something | | Variety | A collection of different things | | Enormous | Large size, number, or degree | | Supposed | to be generally believed or expected to be/do something | | Defeated | To have run out of options | | Suspecting | to have an idea that something bad is probably true or likely to happen | | Taunted | to try to make somebody angry or upset by saying unkind things about them | | Waterproof | cannot be damaged by water | | **5 minutes** |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *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* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Independent Vocabulary + Sentence Construction activity (provided)  Students may choose Mild, Medium, or Spicy according to their comfort level.  **Transitioning to a lesson on symbolism.**  **Analyze and Interpret**  Teach the concept of symbolism in the elements of story. Begin by exploring as a class, what a symbol is. On the white board, record some key vocabulary words that relate to symbolism such as symbol, symbolic, symbolic image, and metaphor. **Define each word for the students.** Students should understand that symbols represent something else. On the whiteboard, illustrate some examples. These could include a heart that represents love, a peace sign that represents peace, a big red stop sign representing stop in driving terms, etc. Explain to students how some symbols have multiple representations and meanings, while some symbols have fewer complex meanings and representations.  **Explore, examine, and analyze the chosen colors in the illustrations of the Raven story as a class while recording responses on the board. For example, what is the author trying to tell us with dark colors in the illustrations? What does each color represent? Interpret what the Raven may symbolize in the stories we explored as a class.**  Transition to playing a game called **Symbolic Pictionary.**   * 1. Break the classroom into teams.   2. Give each student materials to draw with (pencils and paper, or dry-erase mini white-boards with markers and eraser).   3. Create a slideshow with a word on each slide such as love, anger, hard work, hope, wisdom, etc. (provided)   4. Show one of the slides so that all students can view it in the classroom.   5. Have students work together in their teams to brainstorm a symbolic image that represents that word. When the team picks an image to draw, each member will draw that image on their piece of paper or whiteboard.   6. After the time has commenced, one person from each team will hold up their symbolic image to represent that word (1 point will go to each team that drew a symbolic image, and 2 points will go to a team that drew a different symbolic image from the other teams that symbolizes the word on the slideshow).   7. Keep playing until time is up, and further learning must take place. | **5 minutes**  **15 minutes** |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | After the game is complete, refer back to earlier learning of the Raven in the stories that were explored as a class. Explain how symbolism is a fantastic learning tool in storytelling. Symbolism allows the reader to define meaning in a story, play, or other plot. |  |

**DAY FOUR**

|  |  |  |
| --- | --- | --- |
| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *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* | Remind students that there will be a quiz later today.  Independent Vocabulary activity (#2) (provided)  Review the answers as a class. | **5 minutes** |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *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* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Test preparation.  Review:  Quiz rules (eyes on your own paper)  Quiz advice (do your best, and if you don’t know a question, take an educational guess)  Quiz format (true or false, fill in the blanks – with word bank at the bottom)  Vocabulary quiz (provided) | **5 minutes**  **5 minutes** |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Before final performances of the scripted play take place, students will finalize the practicing of their lines while students who struggle with reading their lines will have individual EA time for explicit phonics instruction. | **20 minutes** |

**Reflection**

|  |
| --- |
| * *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?* |
| * Was the timing appropriate for primary students? Did they feel like enough time was given, or did they feel rushed? * Was the vocabulary instruction effective in engaging students about word meanings, the relationships between words, and how words can be used differently in different situations? * Did students recognize the importance of symbolism through the instruction given to them, along with the fun Pictionary game? Does making learning fun still indicate the importance of the acquired subject that was learned? Did the game address all learners? |