

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

September 7,

**Lesson Title:** A Family is a Family is a Family    **Lesson #** 1 (of 5)    **Date:** September 7, 2020  
**Name:** Melissa Green    **Subject:** Social Studies    **Grade(s):** Kindergarten

**Rationale:**

Through the story that is read in this lesson students are introduced to the diversity of families. Through the activity and conversations between students they are introduced to the diversity of families within the classroom. Hopefully within the story each student will see a family represented that looks similar to their own family. Being surrounded by images that show the diversity of families will empower students to be citizens of the world who are welcoming of all people and all family structures.

**Core Competencies:**

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>• <i>Communicating</i> Students are connecting and engaging with a partner as they share together what they notice in the pocket chart of “family lines”.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Critical and Reflective Thinking</i> Through the questions posed to the students at the end of the story, students will be encouraged to think critically and reflectively about what they know about families and family diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Personal Awareness and Responsibility</i> Students will be expected to be aware of and regulate their behaviour during all pieces of this lesson. As this is Kindergarten, this will continue to be modeled and reviewed through the unit and indeed, through the school year.</li> </ul>

**Big Ideas (Understand)**

Stories and traditions about ourselves and our families reflect who we are and where we are from.

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>• CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• C1: ways in which individuals and families differ and are the same</li> </ul>

**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• TSWBAT glue down images of “family members” to represent their family and describe their family to the teacher.</li> <li>• TSWBAT share with a partner one thing that they notice about the “family lines” in the pocket chart.</li> </ul>	<p>Formative <i>for</i> learning  <b>What:</b> “Who’s in my family”  <b>How:</b> Teacher will observe the students working and review the completed activity while engaging in a conversation with the student.</p> <p>Formative <i>as</i> learning  <b>What:</b> Partner Sharing  <b>How:</b> Students are learning from one another as they listen to one another’s observations.</p>

**Prerequisite Concepts and Skills:**

- Students know where in the classroom they are allowed to work (flexible seating)

- Students are familiar with the expectations for when they have finished their work, in this lesson they get to choose a book to read or a colouring sheet

### **Indigenous Connections/ First Peoples Principles of Learning:**

- “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.”

Learning about families supports the well being of the child, their family, and the community. This learning ultimately honours all people of all ages.

### **Universal Design for Learning (UDL):**

- Students will have expectations of work shared both verbally and through a sample. This will meet both auditory and visual learners.
- The activities can be adapted so that each student can be successful and reach their individual learning goals.
- Students who are ready for a challenge will be invited to write the “roles” of family members that appear on their family line under the image (mom, dad, etc).

### **Differentiate Instruction (DI):**

- Students will have the option of where to work in the classroom, flexible seating.
- Body and brain breaks alongside fidget tools will be available in the classroom and are already known to students.
- Headphones will be available to students who require them.
- Students who are struggling will be provided with extra support from the EA or teacher.
- If there are students who struggle with, or find colouring an anxious piece, they will be invited to not colour or to only colour one aspect of each image
- If there are students who struggle with or find drawing an anxious piece, and have a family member that is not on a pre-drawn sheet they may have another student draw for them or have the teacher help them write

### **Materials and Resources**

- Book
- Copies of “family member” images plus some blank rectangles
- Glue
- Sentence strip paper
- Colouring supplies

### **Lesson Activities:**

<b>Teacher Activities</b>	<b>Student Activities</b>	<b>Time</b>
Introduction (anticipatory set – “HOOK”): <ul style="list-style-type: none"> <li>• Students are sitting at the carpet</li> <li>• Read “A Family is a Family is a Family” by Sara O’Leary</li> </ul>	<ul style="list-style-type: none"> <li>• Students sit at the carpet and listen to the story</li> </ul>	10 min.
Body: <ul style="list-style-type: none"> <li>• Invite students to raise their hand if they have something to share about what stood out to them from the book.</li> <li>• Write contributions on flipchart paper</li> <li>• Ask students if all families are the same size?</li> <li>• Ask students if all families have a mom? Have a dad? Have brothers or sisters?</li> <li>• Introduce the “who’s in my family” line activity and provide directions for completing the activity including information on where the images are for</li> </ul>	<ul style="list-style-type: none"> <li>• Students raise their hand if they have something to share and speak when called upon.</li> <li>• Students respond chorally</li> <li>• Students pay attention to the activity description and directions</li> </ul>	4 min.          4 min.

<p>the activity.</p> <ol style="list-style-type: none"> <li>1) collect images of your family and/or blank pieces to add representation of your family</li> <li>2) collect your drawing supplies in your kit off the shelf</li> <li>3) colour images</li> <li>4) sentence strip paper will be handed out, glue images on the paper</li> <li>5) share completed activity with the teacher and place in the pocket chart</li> <li>6) choose a book or colouring sheet to engage with until the bell is rang</li> </ol> <ul style="list-style-type: none"> <li>• Show students a sample of a completed “who’s in my family” line activity.</li> <li>• Ask students to raise their hand if they can share the instructions with the class for this activity.</li> <li>• Using the “where is NAME” song dismiss the children in groups of two, reminding them to go to the table where the EA is to collect the images they need and then find their seat</li> <li>• Hand out the sentence strip paper after all children are at their seats</li> <li>• Circulate around the classroom while students are completing the activity</li> <li>• When a student raises their hand the teacher goes over to them to discuss their completed activity.</li> <li>• Support students in adding their completed activity into the pocket chart and make sure they know their next tasks (clean up their work station and choose a book or colouring sheet)</li> </ul>	<ul style="list-style-type: none"> <li>• Students raise their hand if they can contribute to the directions and speak when called upon</li> <li>• Students participate in singing and respond when their name is called, going to the table to gather their supplies</li> <li>• Students then take their seats</li> </ul> <ul style="list-style-type: none"> <li>• Students raise their hand when they have completed their activity and shares it with the teacher when they arrive</li> <li>• Students put their completed activity in the pocket chart, clean up their work station, and choose a quiet activity</li> </ul>	<p>5 min.</p> <p>15 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> <li>• Rings the chime</li> <li>• Instruct students to put away their quiet activity and find their seat.</li> <li>• Invite students to share with their partner what they notice about the “family lines” that have been added to the pocket chart.</li> <li>• Invite five students to share what they noticed (pre-choose and ask students as they finish their work)</li> <li>• Students who are invited to share will conclude their sharing by saying, “thank you for listening”, and the class will reply, “thank you for sharing”.</li> <li>• Teacher will thank the class for their hard work</li> </ul>	<ul style="list-style-type: none"> <li>• Students stop and list</li> <li>• Students put away their quiet activities and take their seat</li> <li>• Students share with their partner</li> </ul> <ul style="list-style-type: none"> <li>• The five students who are sharing with today are called upon one at a time, the rest of the class listens</li> <li>• Students participate in the classroom “thanking routine”</li> </ul>	<p>2 min.</p> <p>5 min.</p>

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>• Students have their drawing supplies in their individual kits, which are kept on shelves.</li> <li>• Students know where their seat is at the carpet</li> <li>• Students sit next to a “seat partner”, use for pair sharing in this lesson</li> <li>• The family members images are set out at a table before the lesson begins, with the EA prepared to be at the table to support students in collecting what they need</li> <li>• Sentence strips will be distributed after the students are seated and completed activities will be collected</li> </ul>
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through students putting them in the pocket chart after having a conversation with the teacher about their work/family

**Proactive, Positive Classroom Learning Environment Strategies:**

- “Thanking routine” after each student has shared
- Classroom routines that are already in place will be continued and expected through this lesson.
- Teacher will move around the room and provide encouragement and support to student
- Expectations around behaviour will be made clear before and during the lesson, tapping into regularly known classroom expectations
- Challenges will be dealt with in a respectful manner and not publically wherever possible
- Teacher will spend more time near students who are distracting one another or off task and provide ongoing support, if necessary students who are distracting each other will be moved to different work areas

**Extensions:**

This lesson could be extended into a Mathematics lesson tied into both/either measuring the “family line” of each student and/or counting and looking at greater and less... organizing the family lines by size. It could also include writing of the family members under the images, if this lesson is taking place later in the school year.

**Reflections (if necessary, continue on separate sheet):**

N/A