

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

September 7, 2020

Lesson Title: Family Glyph Lesson # 3 (of 5) Date: September 7, 2020
 Name: Melissa Green Subject: Social Studies Grade(s): Kindergarten

Rationale:

Through this lesson students will see firsthand the different sizes of families that exist in the classroom and therefore extended into the larger community and world. Through the opening “do you have a brother or sister” graph students will see the diversity around siblings. The incorporation of Secwepemc language for two words is the start of experiencing the diversity of language and how various languages are used in families.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <i>Collaborating</i> Students will collaborate together as they complete the “do you have a brother or sister” graph and the “family glyphs”. Participation of all students is needed in these activities in order to engage in a meaningful conversation about what they see and what they know. 	<ul style="list-style-type: none"> <i>Critical and Reflective Thinking</i> Students will think critically and reflectively as they engage in learning Secwepemc language and begin to experience the diversity of language that may be spoken in families. They will analyze and critique together the “do you have a brother or sister” graph and the completed “family glyphs” bulletin board. 	<ul style="list-style-type: none"> <i>Social Awareness & Responsibility</i> This lesson will encourage students to share and reflect on the people in their families while also being invited to expand their understanding about families. This is the first step in inclusivity and welcoming diversity.

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"> CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> C1: ways in which individuals and families differ and are the same

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> TSWBAT communicate about their siblings through contribution to the classroom chart. 	Formative <i>for</i> learning What: Classroom “sibling” chart How: Teacher observes the students’ contribution and their understanding of their family structure.
<ul style="list-style-type: none"> TSWBAT complete their family glyph, following directions. 	Formative <i>for</i> learning What: Family Glyph How: Teacher reviews the students’ completed family glyph
<ul style="list-style-type: none"> TSWBAT participate in the classroom conversation. 	Formative <i>as</i> learning What: Classroom Conversation How: Students are learning from one another’s sharing

and from seeing the variety of sizes of families represented through the glyph's.

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 white bin

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. This lesson also ties in learning some of the Secwepemc language using FirstVoices

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 encouraged to write their own sentence.

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.

Materials and Resources

- “Older brother”: <https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc/learn/words/9a699705-b596-4556-930c-15a7f6cb1d84>
- “Older sister”: <https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc/learn/words/e63a5877-dbe4-4e92-b71c-029b3eae73fd>
- Glue
- White Bins
- Book
- Coloured squares/images/words for the white board legend
- Bulletin Board prepared with the same legend that is on the white board

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): <ul style="list-style-type: none"> • Students are sitting at the carpet • Introduce the “Do you have a brother or sister” chart • Call each child up one at a time so they can colour in a square within the column that connects to their family 	<ul style="list-style-type: none"> • Students are sitting in their spot at the carpet • Students are listening • Students colour in the square that corresponds to their family 	10 min
Body:		

<ul style="list-style-type: none"> • Share with the students that we are going to learn how to say older brother and older sister in Secwepemc using FirstVoices • Listen to the word and as a group chorally say the word together • Read “The Family Book” by Todd Parr • Share with students that this story shows many different families. Ask students what families they saw in the story. • Show students the family glyph’s they will be making as a form of showing who’s in their family without using pictures or words. • Provide directions for completing the activity: <ol style="list-style-type: none"> 1) once handed a house cutout stand up and take a bag of coloured squares off of the supply table and take your seat at your work area 2) at your work area take out your glue stick and glue down the coloured squares that connect to who’s in your family 3) on the board it shows which person goes with which colour: pink – mom/stepmom; blue – dad/stepdad; light blue – grandparent; red – sister; yellow – brother; green – other; orange – pet; purple – me 4) when you are finished raise your hand, the teacher will come over and hear about your work and then put it on the bulletin board 5) clean up your work area and then choose a white bin activity to quietly engage with • Show students a sample completed family glyph • Ask students to raise their hand if they would like to share the instructions with the class for this activity • Hand out the house cutout to students to dismiss them • Circulate around the classroom while students are completing the activity • When a student raises their hand the teacher goes over to them to discuss their completed activity. Confirm with students what they will do next • Put completed family glyph’s on the bulletin board 	<ul style="list-style-type: none"> • Students are listening • Students listen to the recording from FirstVoices and then participate in repeating the word chorally • Students listen to the story being read • Students raise their hand if they have something to share and speak when called upon • Students are paying attention • Students raise their hand if they would like to share some of the directions for the activity • Students go to their work station as they receive the house cutout • Students raise their hand when they are finished and then share with the teacher when they arrive • Students choose a white bin activity 	<p>3 min</p> <p>7 min</p> <p>5 min</p> <p>15 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> • Ring the chime • Instruct students to put away their white bin activity and meet you at the bulletin board • Host a classroom conversation at the bulletin board, asking questions such as: <ul style="list-style-type: none"> • Are all our families the same? • Do all families have pets? • Do all families have grandparents? • Which is the smallest family? • Which is the largest family? 	<ul style="list-style-type: none"> • Students stop and listen • Students put away their white bin activity and gather at the bulletin board • Students raise their hand if they have a contribution and share when called upon 	<p>2 min</p> <p>4 min</p>

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| <ul style="list-style-type: none">• Teacher thanks the students for their work and sharing | | |
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Organizational Strategies:

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| <ul style="list-style-type: none">• Coloured squares and their corresponding word and image of the word are on the white board before the lesson• House cutouts have been prepared and will be used to dismiss students from the carpet• Small bags of coloured squares are ready for students to pick-up• Students know where their seat is at the carpet |
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Proactive, Positive Classroom Learning Environment Strategies:

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| <ul style="list-style-type: none">• 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 |
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Extensions:

<p>This lesson could be extended into a Mathematics lesson tied into counting; a graph could be made to show how many people are in the classroom families. To extend into an Arts Education lesson, the house could be glued onto a larger piece of paper and students could draw the yard of the house and/or use different mediums to create the yard area. The lesson could also carry on into a second lesson looking at the various languages spoken in families.</p>

Reflections (if necessary, continue on separate sheet):

N/A
