

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

September 7, 2020

**Lesson Title:** With My Family    **Lesson #** 4 (of five)    **Date:** September 7, 2020  
**Name:** Melissa Green    **Subject:** Social Studies    **Grade(s):** Kindergarten

### Rationale:

Through the story in this lesson students will see the various shades of peoples skin as well as the various activities that people like to do with family and friends. The song and “With my family I like to…” activity page will invite students to reflect on their own family while the song will also invite them to consider what other families enjoy doing together.

### Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>• <i>Communicating</i> Students will be communicating through the song, through their drawing, through conversation with the teacher, and through the final “zip around” where each student will share a word to describe their family.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Critical and Reflective Thinking</i> The story read in this lesson will encourage critical and reflective thinking and students see children and families of all shades. For some students this may be an early exposure to the diversity of the shades of people.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Positive Personal and Cultural Identity</i> Through the story that is read and the “With my family” activity students will be reflecting on their personal identity while also being exposed to the identity of others around them. All will be celebrated!</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)
<b>Learning Standards - Curricular Competencies</b> <ul style="list-style-type: none"> <li>• CC2: Explain the significance of personal or local events, objects, people, or places</li> <li>• CC3: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</li> </ul>	<b>Learning Standards - Content</b> <ul style="list-style-type: none"> <li>• C1: ways in which individuals and families differ and are the same</li> <li>• C2: personal and family history and traditions</li> </ul>

### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• TSWBAT contribute, when called upon, to the “With my Family” song while also singing as part of the group.</li> <li>• TSWBAT draw a picture of what they like to do with their family and verbally share a sentence to describe it to the teacher.</li> </ul>	<p>Formative <i>as/for</i> learning  <b>What:</b> “With my Family” song  <b>How:</b> Students will learn from one another’s contribution to the song about what families enjoy doing together (as learning). The teacher will observe the engagement of communication from students as they are called upon.</p> <p>Formative <i>for</i> learning  <b>What:</b> “With my family” drawing  <b>How:</b> Students will draw a picture showing what they like to do with their family and then verbally share a</p>

	sentence describing their drawing to the teacher who will write it down for them.
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**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 manipulative bag

**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.
- Students who find drawing or colouring stressful will be given the option of working with another student for support or using the collage/magazine supplies that are in the classroom.
- The activity 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 or sentence or be encouraged to add more details to the sentence shared with the teacher.

**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**

- Flipchart paper with the “With My Family” song words written on
- Book
- Activity sheets, printed
- Supply kits
- Manipulative bags

**Lesson Activities:**

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> <li>• Students are sitting at the carpet</li> <li>• Introduce the “With My Family” song</li> </ul> <p style="text-align: center;"><b><i>With My Family</i></b> (Sung to the tune of The Muffin Man)</p> <p style="text-align: center;"><i>Tell me what you like to do Like to do, like to do. Tell me what you like to do With your family.</i></p> <p style="text-align: center;">(Sally*) likes to (go swimming**) Go swimming, go swimming.</p>	<ul style="list-style-type: none"> <li>• Students are sitting in their spot at the carpet</li> <li>• Students listen to the song and then join in as they catch on</li> </ul>	10 min

<p style="text-align: center;"><i>Sally likes to go swimming With her family.</i></p> <ul style="list-style-type: none"> <li>• Sing the song through once while using the Teacher’s name and activity choice. Then ask a child what they like to do with their family and sing the song again</li> <li>• Go through with each child, prompting the children to sing along as they catch on.</li> </ul>	<ul style="list-style-type: none"> <li>• Students share what activity they like to do with their family when called upon. All students join in the singing.</li> </ul>	
<p>Body:</p> <ul style="list-style-type: none"> <li>• Read “Shades of People” by Shelley Rotner. Invite students to consider what the families in the story are doing together.</li> <li>• Ask students to share what they noticed in the story.</li> <li>• Share with students that we will be making a classroom book together that will show what we like to do with our family.</li> <li>• Show students the template that will be used and tell them that they will draw a picture showing what their family likes to do together and then the teacher will write a sentence “My family likes to...”</li> <li>• Tell students that when they have finished their picture they may go to the Teacher’s “kidney bean” table to share their picture</li> <li>• Share with students that when they have finished their work they can choose one of the manipulative bag activities until everyone else has completed their page.</li> <li>• Ask the students to collectively ask three questions about the directions for clarification</li> <li>• Inform the students that the template/page is already at their work station. When the first letter of their name has been called they can go get their supply kit off the shelf, find their work station, and begin</li> <li>• Teacher dismisses students by saying, “if you name begins with the letter M you may go”, until all students have been dismissed from the carpet</li> <li>• Teacher circulates the classroom</li> <li>• Meet students at the “kidney bean” table as they finish their work. Ask the students to share about their picture and write down the sentence of their choosing. Keep completed pages for the classroom book.</li> <li>• Ensure that students know what their next task is after they have completed their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are listening to the story</li> <li>• Students raise their hand if they have something they’d like to share</li> <li>• Students are listening</li> <li>• Students raise their hand if they have a question</li> <li>• Students are listening</li> <li>• Students get their supply kit and then find their workstation when the first letter of their name is called</li> <li>• Students begin working</li> <li>• Students line up at the “kidney bean” table when they have finished their work. One at a time they share their drawing with the teacher.</li> <li>• Students get a manipulative bag activity once they have put their supplies away</li> </ul>	<p>10 min</p> <p>5 min</p> <p>15 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> <li>• Ring the chime</li> <li>• Invite students to put away their activities and supplies and take a seat on the carpet</li> <li>• Once all students are at the carpet invite students to share one word that describes their family – go</li> </ul>	<ul style="list-style-type: none"> <li>• Students freeze and listen</li> <li>• Students put their supplies and activities away and then gather at the carpet</li> <li>• Going around the circle, students share one work to describe their family</li> </ul>	<p>2 min</p> <p>3 min</p>

around the circle. • Thank the students for their work and sharing		
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**Organizational Strategies:**

- Students are familiar with their supplies kits and their location
- The words to the song are already written on flipchart paper
- Students know where their seat is at the carpet and where they may work in the classroom
- Students are familiar with the manipulative bags

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

- 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 further Arts Education through the addition of rhythm sticks and shakers during the song. To extend into English Language Arts students could engage in beginning to write their own sentences or the book could become an ABC book where the class brainstorms activities they like to do with their family, one for each letter of the alphabet. Students would then get a page to draw a picture for and write a sentence/have a sentence written to go with their picture.

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

N/A