

Lesson Plan Template

Name: Samantha Garstang

Grade K-2
 Date November 6, 2013

Topic First Nations Appreciation
 Allotted Time 50 minutes 2:05-2:55

Cite sources used to develop this plan:

<http://www.papertotempoles.com/collage>
http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf
 songs: <http://www.youtube.com/watch?v=OOKW5SrEwX0&list=PL0708C43B60FA5ADB>
 Totem Tales: <http://totemtale.blogspot.ca/>
 District LRC kits

1. Rationale: *Why is this lesson relevant at this time with these students?*

The primary focus of this unit is to encourage children to learn more about Aboriginal culture. Having students learn about other cultures especially the Aboriginal culture at a young age will hopefully instill compassion and interest in how people live, their beliefs and values.

2. Provincial Learning Outcome(s): *What IRP outcome(s) does this lesson develop?*

LANGUAGE ARTS:
 A9 use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas.
 B9 read and view to expand knowledge, by
 -predicting and connecting
 -comparing and inferring
 -inquiring and explaining

3. Assessment

Lesson Outcome What will students learn? ("Students will be able to" + verb)	Sources of Evidence What product or action will show what students have learned? (Write/ Say /Do)	Criteria What will you look for in this evidence? What does the successful product look/ sound like?
"I can..." English Language Arts 1. make predictions about a story. 2. work collaboratively with one another. 3. understand the meaning of the Aboriginal meaning of animals. 4. understand the difference	Students will : Listen to a story Make predictions Make connections Visualize the story	Students are able to discuss characteristics of Raven Students will be able to tell the difference b/w a legend and a story Students' contributions to the discussion will be relevant and accurate.

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<p>between legends/storytelling and a storybook.</p> <p>5. make connections from a text to their lives.</p> <p>6. make connections from a text to another text.</p> <p>7. demonstrate active listening skills.</p>	<p>Colour a raven and totem animal</p> <p>Dance to express how they think Raven must have felt when he freed the sun</p> <p>Students will indicate their understanding if a book is a legend or a storybook using their thumbs.</p> <p>Thumbs up – yes, Thumbs down – no, Thumbs sideways – not sure.</p>	<p>Students will participate in a safe and appropriate way, always being respectful of themselves and their classmates</p>
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4. Resources, Material and Preparation: *What resources, materials and preparation are required?*

<p>How Raven stole the sun book and Raven Tales video</p> <p>Templates for colouring</p> <p>Scissors, glue, paper, colours</p> <p>District LRC resources</p>
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5. Lesson Development

	Pacing
<ul style="list-style-type: none"> Introduction/Hook/Purpose: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> <p>Ask students about their favourite story, was it written in a book or did someone tell it to you? What was it about? Did you hear it once or many times?</p>	2 mins

	Pacing
<ul style="list-style-type: none"> Teaching/Learning Sequence: (Remember the 3 main principles of teaching and learning, M. Hunter and I DO/WE DO/YOU DO.) <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i> <p>Read “Sharing our World” and talk about the animals in the book, making connections.</p> <p>Talk about the cover. What animal is there? What do you know about Raven?</p> <p>Read Raven stole the sun and stop throughout to make predictions, connections and to visualize the story.</p> <p>Dance how you think Raven must have felt during different stages of the story.</p> <p>Colour the raven pages and mount them on coloured paper</p>	

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- **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*

Review characteristics of Raven and other animals that are special to them, explain that next we are going to be exploring totem poles

5. Accommodations (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

Extensitions:

Totem poles

Totem Tale's colouring

Watch how the Raven Tales DVD

Adaptations: Keep students focused, engaged and busy in order to avoid behaviour challenges...