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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sydney Borden** |

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| **Grade** | 2/3 | **Topic** | Languages, ASL |  |
| **Date** | March 5, 2021 | **Allotted Time** | 30 min. |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/languages/5/american-sign-language><http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf> |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson acts as an inclusive opportunity for students to learn some American Sign Language (ASL) to help them better communicate with a non-verbal student in our class. Embracing this class’ diversity helps to create a more inclusive learning environment for all. Most of the students know a 1-2 signing gestures, but will benefit from learning more ways to interact and communicate. We will be building off of some previously learned signs and continue to develop and become more comfortable in our signing communications. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
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| I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share). I listen and respond to others. *The communicating competency will be focused on as students learn a language to help them communicate in a new way. Students are encouraged to use their ASL learning to help them better communicate and interact with a def classmate.*  |  | I contribute to group activities that make my classroom, school, community, or natural world a better place. I can demonstrate respectful and inclusive behaviour with people I know.*The social awareness and responsibility competency will be focused on as students learn sign language to help foster a more inclusive approach to a def student in the class. Students are encouraged to use their learning to help them communicate and foster better relationships with this student. This also helps students to become more aware of how and why inclusive practices are so important in all aspects of life.* |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is holistic, reflexive, reflective, experiential,and relational (focused on connectedness, onreciprocal relationships, and a sense of place). | This lesson will ask students to engage in experiential learning that acts to develop skills to communicate in ASL. This lesson also is relational as it acts to help students become better at communicate with a non-verbal classmate. The goal of this lesson and unit is to create understanding and connections amongst all students. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):*Viewing with intent helps us acquire a new language.* *Reciprocal communication is possible with gestures.**Essential or Guiding Question(s):*Where should we be doing our signing? (i.e. signing square in front of chest area)Where can we get help from? (teacher, classmates, Mrs. C, alphabet board on door) |
| ***Do***Curricular Competencies (Learning Standards):**Thinking and communicating*** Recognize varying meanings in size, style, and intensity of signs
* Participate in simple interactions
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| ***Know***Content (Learning Standards):* ASL as a natural language
* manual alphabet
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**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Students should be participating in the lesson and doing their best to practice their signing. I will also be looking for what students use their new signing skills throughout this unit to communicate with others classmates outside of just the lesson.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

N/A

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | * I can sign most/all of the alphabet
* I can sign my name
* I can sign along when I sing “Happy Birthday”
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| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | * Class participation when working on signs together
* Working well with a partner (practicing signing their name, partner’s name, helping partner where can, asking for help)
* Doing their best to sing and sign “Happy Birthday”
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| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Watch the teacher/Mrs. Chamberlain’s signing and do it themselves (learning “Happy Birthday”)
* Practice signing the alphabet and their name until it becomes more natural
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**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must doSign the alphabet while watching the teacher, some signed letters are correctLong pauses when trying to sign name, can sign “What’s your name?” and “My name is \_\_\_\_” with helpCan sing/sign Happy Birthday when watching teacher, some signs are correctAccess/All | Students can doSign the alphabet by watching teacher and some by memory, most signed letters are correctSome pausing when signing name, can sign “What’s your name?” and “My name is \_\_\_” with little help needed (after a few tries can do easily)Can sing/sign Happy Birthday when watching teacher, has learned proper signing by end of songMost | Students could do/try toSign the alphabet from memory with little/no help from teacher needed, few/none incorrect lettersCan sign name easily/fluidly, can sign “What’s your name?” and “My name is \_\_\_” with no extra helpCan sing/sign Happy Birthday after watching teacher, knows the signs after few repeatsFew/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| N/A for class learningMy learning:<https://www.youtube.com/watch?v=CZ8vYeczZrc><https://www.youtube.com/watch?v=tY3KzmEU4wQ> |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| -Invite students to work with/include P. & Mrs. C-Encourage students to work with new partners |

**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** -Go through the alphabet with students (slow-paced)-Go through the alphabet more quickly – pace of signing alphabet song-Explain that today we will be building on our knowledge/skills of the alphabet and be moving onto learning how to sign our names | **Students will** -Try to sign through the alphabet as best they can (watching teacher/Mrs. Chamberlain for help)-Sign through alphabet in faster pace – singing of alphabet-Understand that now they will be learning/practicing how to sign their names | 10 min. |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will** -Explain that next we will be learning how to sign our names, but first we need to learn how to say “My name is” – teach this to students and practice a few times-Give students some time on their own to practice signing “My name is” and then spell their name-Ask students to turn to a neighbor and sign both these components to a partner-Pause, teach students how to ask someone “What’s your name?” practice a few times-Have students to turn to a neighbor and practice signing the question “what’s your name?” and their partner’s response with “my name is” followed by spelling of name-After some time with this have students practice with a new partner -Have students return to their desks and ask some students to demonstrate “my name is \_\_\_\_\_\_\_”-Explain to students that there are 2 birthdays happening over the weekend: Louise’s on Saturday and Solara’s on Sunday-Explain that because we won’t be seeing them on their birthdays that we will be singing and signing “Happy Birthday” to them both now instead-Help to teach the students how to sign “Happy Birthday”-Give challenge of now singing “Happy Birthday” in French! (do all together) – *Bonne Fete* | **Students will** -Learn how to sign the phrase “my name is” – practice this a few times as a class-Practice signing this phrase and then their name-Turn to a neighbor and sign the phrase and their name to them-Listen and watch as teacher demonstrates how to ask someone “what’s your name?” – practice this as a class-Turn to same neighbor and practice signing the question, response phrase, and name-Find a new partner to practice this sequence with-Return to desk-Volunteer to demonstrate how they sign “my name is \_\_\_\_\_”-Understand that there are 2 birthdays in our class coming up on the weekend: Louis and Solara-Follow along with teacher and Mrs. Chamberlain to sing and sign “Happy Birthday”-After this, try to sing and sign “Happy Birthday” in French – *Bonne* *Fete* | 20 min. |

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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** -Give students chance to work with multiple partners-Give time throughout entire lesson to be practicing signing skills (follow along) | **Students will** -Be able to learn as a class as well in smaller partnered work – give and receive help from classmates -Practice signing various letters/phrases throughout entire lesson | Throughout |

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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** -Go around to each student individually and ask them their name in sign language (will be checking to see how far they’re able to get and provide help where needed) | **Students will** -Sign their response back with “my name is \_\_\_\_” |  |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**