

“WHEN I GROW UP...” LESSON PLAN

Dates	November 14th	Subject	Social Studies	Grade Level	1
Length of Class Period	45 minutes	Unit of Study	Community Helpers	Lesson #	1
Developed by	Stephanie MacFarlane				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies What are the SPECIFIC outcomes to be addressed in this series of lessons?

Subject Area: Social Studies

General Outcome/Guiding Question: 1.1: My World: Home, School, and Community

Specific Outcomes (List):

1.1.1 value self and others as unique individuals in relation to their world

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

Subject Area: English Language Arts

General Outcome/Guiding Question: In what ways can listening and speaking be applied to develop oral communication?

Specific Outcomes (List):

- Share experiences, ideas, and information with appropriate volume, tone, and pace.
- Contribute to discussions as a listener and speaker.

General Outcome/Guiding Question: How can writing be used to communicate meaning?

Specific Outcomes (List):

- Add images or features to written messages.
- Share messages with others.
- Include own name on messages created.
- Print letters and words with appropriate size and spacing.
- Consistently grasp writing tools correctly.

Subject Area: Art

General Outcome/Guiding Question: Students will interpret artworks literally

Specific Outcomes (List):

- An artwork tells something about its subject matter and the artist who made it

General Outcome/Guiding Question: Students will express a feeling or a message

Specific Outcomes (List):

- Specific messages, beliefs and interests can be interpreted visually, or symbolized

General Outcome/Guiding Question: Students will create an original composition, object or space based on supplied motivation.

Specific Outcomes (List):

- Students will develop themes, with an emphasis on personal concerns, based on people
- Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous.
- Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form.
- Make drawings from direct observation.

<p>Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?</p>	<p>Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?</p>
<p>By the end of this series of lessons students will...</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the symbols that are associated with various community helpers 2. Reflect on their personal connection to the social studies outcomes by expressing an interest in a future career 3. Appreciate the uniqueness of the career choices of self and peers 4. Understand the role of their chosen profession in the community 5. Participate in a sharing circle to demonstrate listening and speaking skills <p>Student Friendly Objectives:</p> <ul style="list-style-type: none"> • I know which symbol belongs to my community helper • I chose what I want to be when I grow up • I know that everyone in our class is unique and has different interests • I know what my community helper does for our community • I can participate in a sharing circle by listening and sharing when it is my turn 	<p>I will know that the students have reached these outcomes through these assessments (formative and summative):</p> <ol style="list-style-type: none"> 1. Formative: Do students recall the community helpers (Ask students to share prior to video lesson) 2. Observation of student engagement with the video lesson 3. Assessment of students' presentations in the sharing circle (appropriate volume, tone, and pace) 4. Evaluation of worksheet activity (i.e., symbol should match the profession, student's intentions should be clear) 5. Prompt students with questions (i.e., about symbol, community helper's role, etc.) to understand how they interpreted the activity/how well they understand the outcomes
<p>Resources What materials/resources/technology will be required?</p>	<p>Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?</p>
<p>Technology needed:</p> <ul style="list-style-type: none"> • SMARTBoard to play the Community Helpers Trivia video • No personal devices required <p>What books, worksheets, or other materials are needed for this lesson?</p> <ul style="list-style-type: none"> • Activity template • Differentiated activity sheet for Manvik 	<p>Universal Interventions (all students):</p> <ul style="list-style-type: none"> • Guidelines for printing on worksheet • Class brainstorm of ideas • References for drawing displayed on SMARTBoard during drawing activity • References for spelling displayed on SMARTBoard during writing activity • Reviewing symbols and job roles prior to activity

- Pencil crayons
- Pencils
- Erasers

- Active engagement with students
- Diverse representations of students in template
- Larger diameter pencils for easier grip

Targeted Interventions (small groups of students):

- Personal whiteboard to aid copying
- Students can opt to pass in the sharing circle if they do not feel comfortable presenting
- Preferential seating (Some students have assigned desks)
- Small group for students who need additional support and would benefit from a teacher with them

Individual Interventions (specific students):

- Student 1:
 - Directed drawing (broken down into simple shapes)
 - Occupation vocabulary word written in highlighter for tracing
 - Encourage use of true-to-life colours instead of rainbows
- Student 2:
 - Preferential seating beside me in sharing circle so I can explain his work to the class (he can hold his work up and/or point)
- Student 3:
 - Translate some components of the activity instructions in Spanish, as required
 - In sharing circle, prompt with questions in Spanish to encourage involvement
- Student 4:
 - Alternate activity: Pre-prepared colouring sheets with various occupations for him to choose from. He can colour which one he would like to be when he grows up, with teacher or EA support.
 - The video might be engaging for him, encourage participation if he shows interest
- Student 5:
 - Model proper printing technique with hand-over-hand or verbal reminders (single strokes instead of scribbling)
- Student 6:
 - May require prompting in the sharing circle (i.e., what did you draw?)

LESSON PLAN SEQUENCE – LESSON 1

Introduction		
How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?		
What prior knowledge do students need in order to progress with this lesson? How will you assess prior knowledge and link to new concepts in this lesson plan series?		
<ul style="list-style-type: none"> • Students have been reviewing community helpers in previous lessons • Students have completed similar writing/drawing activities and understand the format • Students understand the expectations for a sharing circle 		
Learning/Activity Sequence		
How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
<ul style="list-style-type: none"> • Gather students in front of the SMARTBoard 	<ul style="list-style-type: none"> • Sitting in front of the SMARTBoard • Listening to instructions 	2 minutes
<ul style="list-style-type: none"> • Sitting in front of students • Ask students “Can anyone give me some examples of community helpers?” 	<ul style="list-style-type: none"> • Sharing ideas • Raising hand to share and listening to peers’ ideas 	2 minutes
<ul style="list-style-type: none"> • Introduce the game show concept (“I will pause the video, put your hand up if you know the symbol”) • Facilitate a practice round • Each round, one student shares (preferably different student each time) and ask the rest to confirm if they agree (or have other ideas) 	<ul style="list-style-type: none"> • Engaging with the video as directed • Sharing ideas • Raising hand to share and listening to peers’ ideas • Thumbs up/down if they agree with their peer 	10 minutes
<ul style="list-style-type: none"> • Show students the activity sheet • Facilitate brainstorm with the prompt “What do you want to be when you grow up?” • Ask students which symbol belongs with each shared profession and what they would wear • Only students who have a different profession in mind should share • Find clipart for the profession’s symbol to display on SMARTBoard 	<ul style="list-style-type: none"> • Sharing what they want to be when they grow up, and the associated symbol/clothing • Raising hand to share and listening to peers’ ideas 	10 minutes

<ul style="list-style-type: none"> • Explain that step one of the activity is to write, step two is to draw in pencil, and step three is to colour • Explain the task: draw the appropriate symbol in the briefcase and dress up your person in the proper attire • Confirm students understand the order of the steps • Hand out activity sheets while instructing students to get a pencil (let students choose the character they would like to be) 	<ul style="list-style-type: none"> • Listening to instructions • Waiting turns to get an activity sheet and pencil 	2 minutes
<ul style="list-style-type: none"> • Circulate and help students as required (following differentiation strategy) 	<ul style="list-style-type: none"> • Working on completing the task as instructed • In desks 	20-25 minutes
<ul style="list-style-type: none"> • As students finish, send them to centres 	<ul style="list-style-type: none"> • Show me when done • Play quietly with centres when done • Not distracting peers who are still finishing 	

Conclusion

How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?

- Since the lesson will be near the end of the day and students will finish at various times, students will likely have less capacity for a long activity. The conclusion and wrap up will be the next day to optimize participation and engagement. It will also serve as a measure of how well students understood the purpose of the lesson.
- Sharing circle – students showcase their work and speak to it (i.e., what they want to be, what symbol they used in the briefcase). They should be able to understand the connection between the profession and the symbol, as well as speak to what role this community member has in our community.
- Note: If students seem engaged and finish early, the sharing circle can be done in the same day.

PRE-SERVICE TEACHER REFLECTION, PARTNER TEACHER FEEDBACK AND ADVICE, AND NEXT STEPS

<ul style="list-style-type: none"> • How do you feel your students experienced this lesson? • How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge? • How did you employ formative assessment for/of/as learning? • Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations? • Were there opportunities to address Indigenous, intercultural, and interdisciplinary activities and knowledge? • What went well and what needs refinement? • What will you need to review or revisit in the next lesson?
Next Steps:

- Listening and writing outcomes from English Language Arts and the outcomes in Art will continue to be implemented in multidisciplinary lessons to progress these outcomes
- We will continue to work through the social studies outcome “examine how they belong and are connected to their world by exploring and reflecting” in other activities. During these future lessons, I plan to prompt students to revisit the symbols that represent the various community members we discussed in this lesson.
- After this lesson, we will expand by contextualizing where we might see these community helpers. The next lesson in the sequence involves a virtual community walk where students will identify key features in their community (i.e., bus stop, mailbox, playground, construction, doctor office). We will then do a real community walk. From there, we will connect the community helpers from this lesson to the places from the walks. This will help students understand community helpers’ role and place in the community while also expanding the symbols students can associate each community helper with.
- The conclusion for this lesson sequence is for students to understand the people and places in their community

Worked Well:

- With the time of day, I was pleasantly surprised at how well students were attending to the task
- I was able to visit all the students I needed to support, so everyone was able to complete the activity to the best of their ability and I could gain an understanding of what they understood and could complete of the task
- Students had many ideas for the symbols that were associated with their chosen occupations, showing they could make connections
- The video was engaging and used for the appropriate amount of time (the whole video would have been too long)
- Students were engaged in the worksheet and were eager to share their work with me
- Students were able to describe their work in a way that demonstrated an understanding of the task and outcomes

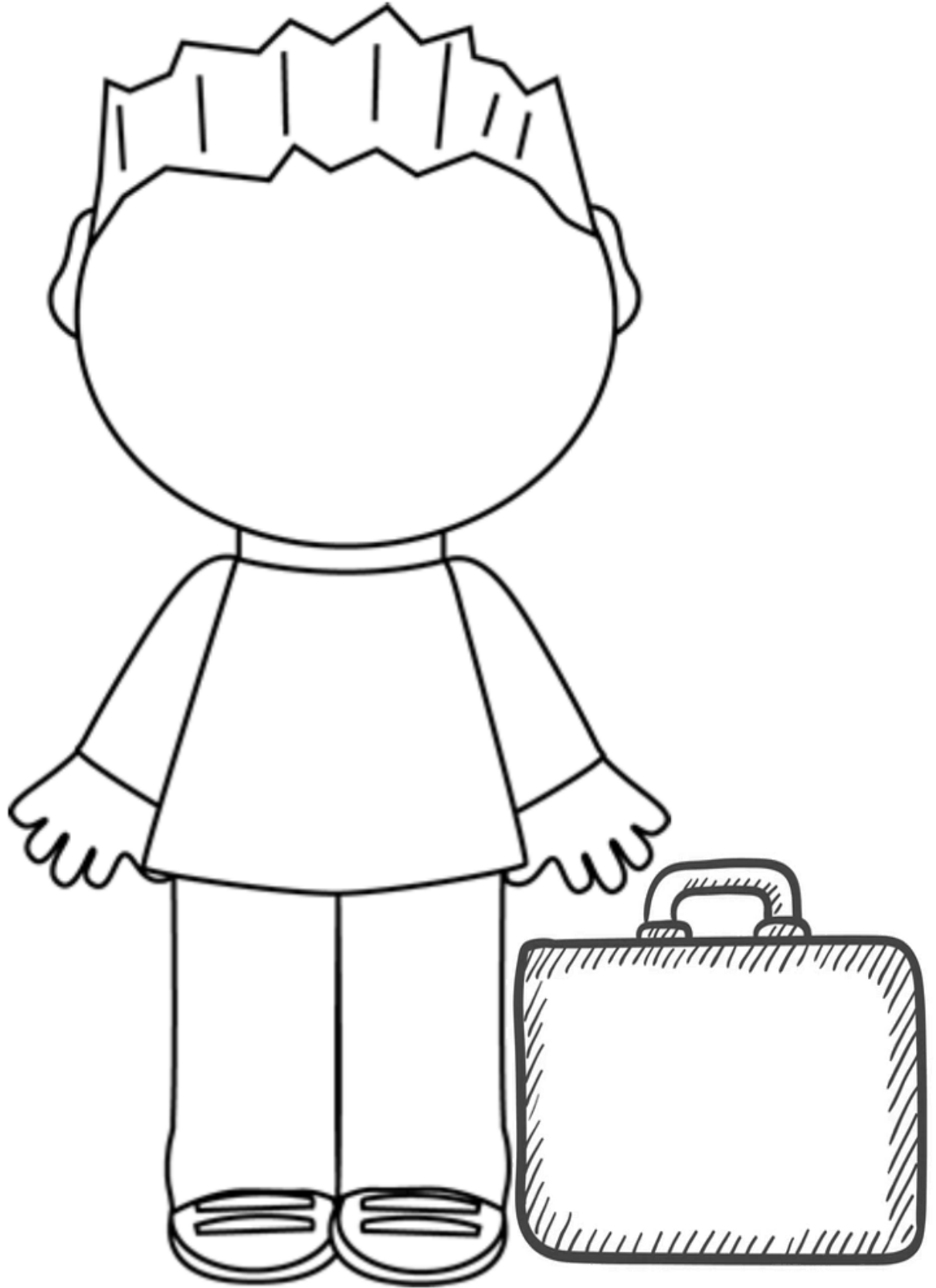
Areas of Improvement:

- Instead of only showing examples of the symbols associated with the community helpers, it would have been beneficial to show examples of the clothes they wear. Some students need guidance for drawing their character’s attire.
- To aid students in brainstorming what they want to be when they grow up, it would have been beneficial to first ask “What are some examples of community helpers?” and “Who can share what their parents do for work?” to get some reference ideas for what they want to be when they grow up. Many students chose the same occupation as their peers. It would have been better to have more diversity in occupation options, in order for students to explore more community members. The parent-occupation question would also promote real-world connections to the curricular outcomes.
- It should have been more clear that students were drawing themselves in the future, opposed to an example of that profession (i.e., some students who wanted to be a teacher drew my partner teacher)

Notes from my partner teacher:

- She noticed that some students were getting fidgety. She suggested using a quick body break such as “go run and touch something blue” to regroup and focus
- Some students were not engaging with the video as much as others so it would be helpful to call on/prompt specific students to keep their attention
- There were diverse options for students to choose a character that looks most like them. However, it may have been better to include less details in the outlines (i.e., no hair)

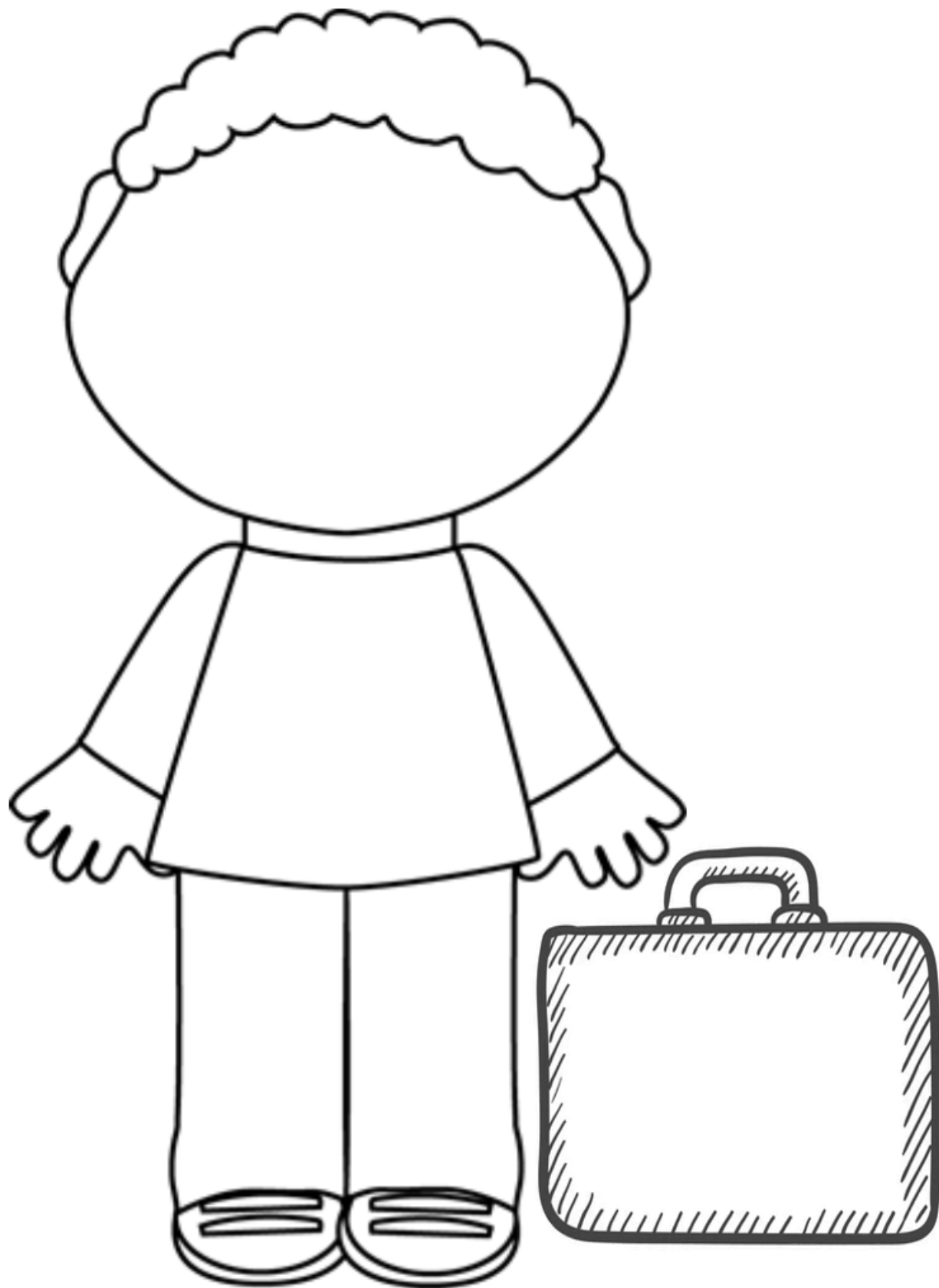
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