** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | 4-6/English Language Arts | School: | Polaris Montessori |
| Date: | Feb. 24, 2022 | Allotted Time: | 25 minutes |
| Topic/Title: | Quick Writes – Opening Line Prompt | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| This lesson will exercise student’s ability to think creatively. This lesson requires a safe space where students can take risks with their story writing and allow themselves to write what they wish. The classroom the lesson is occurring in has an excellent culture where many students are enthusiastic about sharing their work and respect is given to all who share. Students are already familiar with the process of quick writes so this lesson will follow previously created routines.  Resource: “SPARK! Quick Writes to Kindle Hearts and Minds in Elementary Classrooms” by Paula Bourque |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| THINKING – Creative Thinking | Facet: Students may generate creative ideas through free play, engagement with other’s ideas, or consideration of a problem or constraint, and/or because of their interests and passions.  Profile: **I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.**   * The prompt given to students is from Lois Lowry’s *The Giver.* Students are expected to use their creativity to build off his sentence without knowing the character referred to or the book the prompt is coming from. * Students are constrained to the time limit of 10-15 minutes for writing and must use the prompt as the first line of their story. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning requires exploration of one’s identity. | This lesson encourages students to take their story where their heart leads them when reading the prompt. Students may find themselves reflecting inwardly or drawn to write about events they are currently experiencing during the lesson and have the freedom to do so.  Another aspect of this lesson is author sharing time. During this activity, students may explore the identity they share with others – choosing to read their story, have the teacher read their story for them, or not sharing. There is no expectation for students to choose any of these options in particular and as this type of lesson occurs multiple times throughout the year, students may fluctuate between the options to find what they enjoy. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Language and text can be a source of creativity and joy |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| Transform ideas and information to create original texts   * Students transform a sentence from Lowry’s novel into their own creative writing | Story/text: Genres   * Students are able to explore genres using the prompt given * The writing time is so brief, that students may end up writing in a genre they would not usually choose if that is what the prompt inspires * All genres are welcome during this lesson and choice allows students to explore their own voice as developing authors |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| Learning Target: I can use a prompt to create the beginning of an original story  Learning Type: Product – create a piece of writing using the prompt and the time allotted  Formative Assessment:   * I can use the prompt given * I can spend 10 minutes working on a piece of creative writing * Student’s also may reflect on their work/formatively assess themselves during author sharing time   Assessment Method: Written Response   * Students should create a piece of creative writing by the end of the lesson |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| UDL:   * This lesson is naturally diverse and creates space for students of all ability levels. Students who are on the developing side of writing do not need to worry about having poor spelling and grammar or quantity written as this exercise is designed to be about creativity and the removal of barriers when it comes to writing a story. Students who are extending may create a more intricate story in the time given. * Students may choose to use any number of literary elements, devices, and techniques as they wish – it may be an opportunity to try a new style of writing for students who want to stretch themselves. * Author sharing provides another opportunity for student choice. There is no pressure for students to share or not, it is completely up to each individual student. The teacher can read for a student if they wish to share their work with the class but are uncomfortable reading aloud.   I am prepared to remind students of the need to work silently during the writing time, or to move students if they are distracting/being distracted by friends or neighbours. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| Whiteboard Marker  Writing prompt  Ensure students have notebooks and pencils to write |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Teacher: tell students we are doing a quick write  Students get their notebook and a pencil and find a space where they can see the prompt   * Teacher reminds students to sit somewhere they won’t be distracted   Teacher: writes the opening line of a story on the whiteboard “It was almost December, and Jonas was beginning to be frightened.” (The Giver, Lois Lowry)   * Asks students to find a blank page in their notebook and write this at the top   Students copy the line into their notebook at the top of the page | 1 min  2 min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Teacher informs students they have 10 minutes of silent work time to continue the story, using this as their first line.  Students: silent writing off the prompt for 10-15 minutes  Teacher gauges time based on how many students are still writing after 10 minutes. | 10-15 min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Students come to the carpet and sit in a circle for author sharing  Teacher if anyone wants to share their work or wants the teacher to share it for them  Students take turns sharing, all who want to share are given time to do so  Teacher erases prompt from the board and students move on to the next lesson | 5-10 min  1 min |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
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