** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | K/Language Arts | School: | Pinewood |
| Date: | May 30th 2022 | Allotted Time: | 40 minutes |
| Topic/Title: | Oral Storytelling/Writer’s Workshop |

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 is the 3rd lesson in a writer’s workshop series. Previously, students practiced character development, creating an animal out of playdough, giving it a name, favourite things to do, and then building a setting where a story about the animal could take place. Then we talked about story properties (beginning, middle and end) identifying them in a story and then building a setting for the beginning, middle, and end of their own stories. Now students will focus on how a climax should occur in the middle of their story. As they have had practice working with writer’s workshop materials and building oral storytelling skills each previous lesson, I will begin working with individual students to create a summative piece to show their oral storytelling skills. |

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.* |
| [ ]  COMMUNICATION – Communicating[ ]  COMMUNICATION – Collaborating [ ]  THINKING – Creative Thinking[ ]  THINKING – Critical Thinking[ ]  THINKING – Reflective Thinking[ ]  PERSONAL AND SOCIAL – Personal Awareness and Responsibility[ ]  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity [ ]  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Oral storytelling highly corresponds to communication skills.Students are creating their own stories and therefore practicing creative thinking for the duration of the lesson. Students will have the opportunity to share ideas that could occur in the climax of the story prior to creating their individual stories and so this will help all students get into the creative thinking mindset and find ideas for their stories.Storytelling leans on personal and cultural identity. This lesson and assessment will give students the opportunity to lean into their individual culture and express themselves creatively. |

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** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| *[ ]* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. [ ]  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). [ ]  Learning involves recognizing the consequences of one's actions.[ ]  Learning involves generational roles and responsibilities.[ ]  Learning recognizes the role of Indigenous knowledge.[ ]  Learning is embedded in memory, history, and story.[ ]  Learning involves patience and time. [ ]  Learning requires exploration of one's identity.[ ]  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | Oral storytelling strongly ties to Indigenous ways of knowing and education. Through this lesson series, students have the chance to use past experiences, cultural ideas, and exploration of their own identity when creating a story. |

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?* |
| Everyone has a unique story to share |

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?* |
| Explore oral storytelling processes | Story: Structure of a story |

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 share a unique story with a beginning, middle, and end through the process of oral storytelling **Assessment Type:** Summative* Each time I teach writers workshop from this lesson forwards, I will sit down with a few students to write out their story and take a picture of their creation. I will assess based on the learning target.
* My goal is to complete the assessment for all the students during practicum and write up a short report to send home to parents with the student’s June report cards
* A rubric will be devised to assess the student meeting the beginning, middle, and end story structure criteria on a proficiency scale: (format may be different than this, but content will be the same)

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| Emerging | Developing | Proficient | Extending |
| * The beginning of the story is not clear/distinct from the rest of the story
 | * The beginning of the story is vaguely distinct from the middle and ending
 | * The beginning of the story can be clearly distinguished from the middle.
 | * The beginning of the story clearly sets the tone. It can be easily distinguished from the middle.
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| * The middle of the story is not distinct from the beginning or ending
 | * The middle of the story is mostly distinct from the beginning and ending
 | * The middle of the story can be distinguished from both the beginning and ending. Something different happens in the middle to distinguish it from the beginning and ending.
 | * The middle of the story is clearly distinct from the beginning and ending. A major event occurs to distinguish the middle from the rest of the story.
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| * The ending is not distinct from the rest of the story.
 | * The ending of the story is vaguely distinct from the middle but does not wrap up the story.
 | * The ending of the story can be distinguished from the beginning and middle. Most of the story is wrapped up through the ending.
 | * The story is clearly wrapped up through the ending of the story. The end is clearly distinct from the middle.
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| * The student is beginning to tell stories orally with no distinct story structure
 | * The student tells a story orally with some structure (beginning/middle/

end) | * The student tells a story orally with a beginning, middle, and end
 | * The student tells a story orally with a distinctive beginning, middle, and end which each serve a clear function for the story.
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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 activity provides a hands-on learning experience by having the chance to work with materials while developing a story
* Story ideas are shared during our discussion time to give all students a starting point. It is up to individuals if they wish to use ideas we discussed or create a new idea.
* Tools will be available to students who need them during our time sitting at the carpet
* Oral storytelling removes many technical barriers kindergarten level students face when creating stories – their ideas will be scribed for them so they do not need to worry about spelling/writing letters they are not yet familiar with
* Movement breaks are incorporated into this lesson (moving from the carpet to table, getting their own paper to draw/label their story and bringing it back to their table)
* Classroom management strategies will include practicing wait time (not continuing the lesson until the whole class is quiet and focused), reminding students to turn their bodies and face me when I am teaching, moving students who are distracted by where/who they are sitting by, and praising students who are showing good active listening to encourage their classmates to do the same
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| **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.* |
| * Writer’s workshop creative boxes
* Clean desks
* This Moose Belongs to Me” by Oliver Jeffers
* Story drawing sheet
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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* | Ask students to clean up literacy centers, when their table in clean come to the carpet facing the story chairDiscuss what we talked about when we read “blackflies” (beginning, middle, and end of a story and where they took place)Read “This Moose Belongs to Me” by Oliver Jeffers and ask students to look for the beginning/middle/and end again* Ask students to show me the connection sign if they think we are reading the beginning/middle/end throughout
* Wait for quiet when reading

After reading the story, recap what happened in the beginning/middle/end* Ask which section most of the action happened in
* That is called the climax of the story

Talk about how we are going to start our story today by creating the setting for the middle first – the climax sceneAsk for ideas of what “big event” could happen during the climax of a story (remind them to think back to the last time we did writers workshop, what happened in their stories then?)* Raise hands to share
* Let each student (that wants to) share at least once

Tell students they can use one of the ideas we talked about or a new idea when creating their scene | 3 min5 min2 min3 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*
 | Ask students to return to their tables using a level 0 voice (I want to hear no voices)Before students leave set expectations:* The table that is the quietest will get to start using their materials first
* Before handing out materials (while students are quiet) remind them to create the middle (climax) scene first today – they can start thinking about the beginning and ending as they build
* Reminder that each person at the table gets 2 of the wooden people from the bin

Hand out bins to each table and allow students to start buildingCirculate while students are working on their stories and ask individuals how their story is coming. Ring the chime and tell students to take their time creating the setting of the climax and remind them to think about the beginning and ending of their story while they are working* Once you have thought about your full story, come and get a piece of paper from the reading chair and draw the scene that would happen in the climax setting and label it the best you can. Remember to put your name on the top and add as much detail as possible

Continue circulatingI will sit down with one student at a time to scribe their story and photograph their creation – aim to get 2-3 done during this lesson  | 3 min~5 min20 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*
 | Ring chime to get student’s attentionAsk students to clean up their bins and hand in any papers to me. Once your table is clean, go get your lunch bag and stand quietly behind your chairDismiss students who are waiting nicely by name to go wash their hands to begin lunchtime. | 5 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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| * As the 3rd lesson in a series, this lesson went very well. I was able to adapt this lesson based on how the last 2 went, changing the pacing of the lesson and the focus students were working on (from character development to story structure). Throughout the lesson, I found it important to reiterate instructions ensuring all students understood their task at any given time. Overall, it was a good experience monitoring the class as a whole while also scribing individual student’s stories to collect samples for assessment and communication with parents. This lesson showed me that students were still engaged with the lesson format and it led to a fourth (and final) oral storytelling lesson using the same writing/building kits and scribing all of the student’s stories to assess.

Strengths:* Classroom management: I have been practicing being consistent with the strategies I use to manage classroom behaviour and noise levels. Throughout this lesson, I used the chime to get student’s attention and reminded them of the noise level using the number system (0 = silent, 1 = whispers, 2 = inside voice, 3 = loud/outside voice). I also intentionally positioned students during our time on the carpet, knowing how the relationships and behaviours between students can be disruptive to the learning of the class as a whole.
* Flow: every aspect of this lesson was intentional and connected to the learning target from the big idea/content/competencies to the story, discussion, activity, and assessment. The students were aware their job was to show an understanding of story structure and it was evident from their oral stories that they understood the need for a beginning, middle, and end in a story.
* Pacing: students were never idle and there was always a task for them to complete. Reminders to stay on task or for next steps were given when necessary.
* Circulating the classroom: I stayed aware of all students and tried to ensure they all had a chance to show me their learning through personal communication
* Clear instructions were given for the activity portion of the lesson
* Expectations were set prior to students leaving the carpet

Growth:* I am still developing my awareness of the whole class during work periods when I am also assisting students one-on-one. I felt as though some students got away with minor behavioral incidents while I was scribing other’s stories for assessment purposes. I am practicing regularly checking on the whole class while also giving attention to individuals
* There are some students who I still struggle to manage. Consistency has clearly been helpful in this regard as their behaviour has improved over the course of my teaching during this practicum, however I am continuing to build relationships with all my students as I believe they will strengthen my ability to manage the class as a whole.
* I could have further utilized the EA who was present for part of the lesson and asked her to take a few of the students who are more resistant to doing their work to the rainbow table, giving them the attention and support they need for at least part of the lesson.

Standards:* (9) Through this lesson (and lesson series) I showed one way I can meet standard 9 during my teaching practice. In the first oral storytelling lesson I did, I informed the students about the importance of oral storytelling to Indigenous People in Canada and read “Blackflies” which showcases the artistic talents of Indigenous illustrator Jay Odjick. The story featured repeated images of the medicine wheel which the students recognized, leading to further conversation surrounding Indigenous knowledge and education. This set the tone for our series as students continued to develop their oral storytelling skills, which integrates Indigenous education into the classroom environment.
* (6) I believe the discussion preceding our activity for this lesson showed my strong understanding of story structure and grade appropriate methods of teaching
* (1) I showed all students equity and care through the strategies I used to manage the class throughout the lesson. I also did not show favoritism towards students and did my best to give all of them attention and support during the work period. Naturally, I spent more time with some students than others to scribe stories, however, each student will get one-on-one time as their stories are scribed.
* (3) The lesson was grade appropriate and involved a story which captured the student’s attention and was appropriate for their developmental stage. Materials used to create their stories were also age appropriate/safe.
* (4) This lesson is part of an assessment piece I am completing that will be sent home and communicated with parents, showing the parents a part of what I am teaching their students during my practicum.
* (5) Proper planning was shown through an appropriate amount of work for students to complete during the lesson time, with connected activities available for early finishers. The instructions were clear and the students were engaged due to planning and pacing.
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