

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Looking After Me Lesson # Date: Dec. 10, 2024
 Name: Faith Alger Subject: ELA Grade(s): 1

Rationale:

This lesson will help students to understand familial/community responsibilities in a culturally inclusive context which fosters individual and community well-being. This lesson will also support students' developing understanding of the importance of stories in Indigenous cultures.

Core Competencies:

Communication	Thinking	Personal & Social
Facet: Connecting and engaging with others Profile 2: In familiar settings, I communicate with peers and adults		Facet: Understanding relationships and cultural contexts Profile 1: I am aware of myself as different from others.

Big Ideas (Understand)

Stories and other texts help us learn about ourselves and our families.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Show awareness of how story in First Peoples cultures connects people to family and community Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation 	<ul style="list-style-type: none"> Strategies and processes <ul style="list-style-type: none"> Reading strategies (using illustrations and prior knowledge to predict meaning) Oral language strategies (focusing on the speaker; taking turns; making personal connections; making relevant contributions to discussion) Language features, structures, and conventions <ul style="list-style-type: none"> Letter formation Sentence structure Conventions

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to explain their personal connection to the story Students will be able to write a sentence about who looks after them Students will be able to draw a picture of who looks after them 	Assessment for learning <ul style="list-style-type: none"> Observation of students during Think-Pair-Share Assessment of learning

	<ul style="list-style-type: none"> Students will produce a journal entry with a sentence and illustration about who looks after them
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Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Students will need to be able to demonstrate active listening while the story is being read and while others are speaking Students will need to be able to write a simple sentence with guidance from the teacher
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Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning about family responsibilities, our emotions, standing up for oneself, and trust promotes the physical, mental, emotional, and spiritual well-being of students, their families, and the community.

Universal Design for Learning (UDL):

<ul style="list-style-type: none"> During work time, students have the choice to work individually or collaboratively. Students will have access to headphones if the classroom becomes too loud for them. (Block 1- Flexible learning environments)

Differentiate Instruction (DI):

<ul style="list-style-type: none"> For a student who struggles with letter formation, the teacher can write the sentence in the student's journal with a pencil and then have the student trace over the letters in pen.

Materials and Resources

<ul style="list-style-type: none"> <i>Looking After Me</i> by Denise Lecoy White board and markers Writing journals Pencils Erasers Crayons

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): <ul style="list-style-type: none"> The teacher will show students the cover of <i>Looking After Me</i> and read the title then ask students to predict what the story will be about 	<ul style="list-style-type: none"> Students will make predications about the story 	2 mins
Body: <ul style="list-style-type: none"> The teacher will read <i>Looking After Me</i> to the students, pausing periodically to ask students to explain what is happening in the illustrations After reading the story, the teacher will explain that in many Indigenous cultures, stories are used to teach. This 	<ul style="list-style-type: none"> Students will demonstrate active listening while the story is being read 	20 mins

<p>Indigenous story can teach us about family responsibilities.</p> <ul style="list-style-type: none"> • The teacher will show the title of the book again and read it aloud to students. The teacher will ask the students, "Who looks after Baby Quail in this story?" • The teacher will reiterate to students that Mother and Father Quail are responsible for looking after Baby Quail until he is bigger and stronger. Sometimes Auntie Quail is responsible for looking after Baby Quail. • The teacher will put students into pairs for a Think-Pair-Share. The teacher will ask one student from each pair to tell their partner who looks after them. Once the first student has shared, the teacher will ask the students to switch roles. • Once everyone has had a chance to share with their partner, the teacher will regain students' attention • The teacher will write the following sentence on the white board: _____ looks after me. • The teacher will explain to students that in the blank space they will write the name of the person who looks after them (i.e. Mom, Dad, Grandma, etc.) Once they have written the name they will write "looks after me." • The teacher will write some common family words on the white board like mom, dad, auntie, uncle, grandma, grandpa for students to reference for spelling • The teacher will explain that once students are done writing they will draw a picture of the person who takes care of them • The teacher will check for understanding by asking students to repeat parts of the instructions. • The teacher will hand out students' writing journals and instruct students to open them to the next blank page. • The teacher will circulate the room to help students. 	<ul style="list-style-type: none"> • Students will raise their hand to answer who looks after Baby Quail • Students will take turns sharing with their partner who looks after them • Students will repeat parts of the instructions back to the teacher • Students will write a sentence about who looks after them and draw a picture to illustrate their sentence • Students will ask the teacher for help if they need it 	<p>20 mins</p>
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Closure:	<ul style="list-style-type: none"> Students will clean up all supplies and return their writing journals to the teacher 	3 mins
<ul style="list-style-type: none"> The teacher will ask students to clean up all supplies and return their writing journals 		

Organizational Strategies:

- "1, 2, 3, eyes on me" to gain students attention
- Students will be sitting in a circle on the carpet during the story
- Students will be partnered with the person sitting next to them for the Think-Pair-Share

Proactive, Positive Classroom Learning Environment Strategies:

- Using Think-Pair-Share allows students to demonstrate their understanding in a low-pressure context with their peers

Extensions:

This lesson could be used to form part of a unit on families or emotions. The book used in this lesson is part of a series called Caring for Me which was written to help children make choices that support spiritual, physical, emotional, and mental health and well-being. This lesson could be part of a unit about making healthy choices where each lesson is based on one of the books in the series.

Reflections (if necessary, continue on separate sheet):

Something I found challenging while creating this lesson plan was knowing what was appropriate for me to teach and not teach as a non-Indigenous teacher. For example, is it appropriate for me to make the statement that many Indigenous cultures use stories as a way to teach? Could an Indigenous student or parent interpret this as a blanket statement that homogenizes diverse Indigenous cultures? Is it possible that an Indigenous student or parent could interpret this statement as paternalistic? These are some of the questions I had while writing this lesson plan and I think they are important questions for non-Indigenous teachers to ask as we try to Indigenize and decolonize education.