

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

**Lesson Title:** Circle of Courage-Generosity      **Lesson #** 3      **Date:** Nov 23, 2022  
**Name:** Stephanie Beresh      **Subject:** ELA      **Grade(s):** 4/5

**Rationale:**

**Core Competencies:**

Communication	Thinking	Personal & Social
Communicating is closely related to the three Personal and Social sub-competencies, Personal Awareness and Responsibility, Social Awareness and Responsibility, and Positive Personal and Cultural Identity. For example: <ul style="list-style-type: none"> <li>• Students communicate to explain their values and how those affect the choices they make.</li> </ul>	Critical and Reflective Thinking is closely related to the three Personal and Social sub-competencies, Personal Awareness and Responsibility, Social Awareness and Responsibility, and Positive Personal and Cultural Identity. For example: <ul style="list-style-type: none"> <li>• Students think critically to determine their personal and social responsibilities</li> </ul>	Personal Awareness and Responsibility is one of the Personal and Social Core Competency's three interrelated sub-competencies, Personal Awareness and Responsibility, Positive Personal and Cultural Identity, and Social Awareness and Responsibility.  Personal Awareness and Responsibility overlaps with the other two Personal and Social sub-competencies. For example: <ul style="list-style-type: none"> <li>• Students increase their well-being by recognizing their personal values and choices</li> </ul>

**Big Ideas (Understand)**

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**Learning Standards**

<b>(DO)</b>	<b>(KNOW)</b>
<b>Learning Standards - Curricular Competencies</b>	<b>Learning Standards - Content</b>

<p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• <b>Access and integrate information and ideas</b> from a variety of sources and from <b>prior knowledge</b> to build understanding</li> <li>• Use personal experience and knowledge to connect to <b>text</b> and deepen understanding of self, community, and world</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation</li> <li>•</li> </ul>	<p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• <b>forms, functions, and genres of text</b></li> <li>• <b>text features</b></li> <li>• evidence <ul style="list-style-type: none"> <li>• sentence structure and <b>grammar</b></li> <li>• <b>conventions</b></li> </ul> </li> </ul>
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**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• Reflect on their emotions/feelings</li> <li>• Write a short paragraph (5-8 sentences)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write in journal which will be collected to check for grammar and sentence structure.</b></li> </ul>

**Prerequisite Concepts and Skills:**

Students are able to communicate prior knowledge through paragraph writing (topic sentence, 3 details sentences, closing statement)

**Indigenous Connections/ First Peoples Principles of Learning:**

Circle of Courage Teaching, Generosity: Looking forward to being able to contribute to others, give away cherished things to others

**Universal Design for Learning (UDL):**

3-4 sentences instead of a paragraph

**Differentiate Instruction (DI):**

EA scribe if needed,

**Materials and Resources**

Chocolate kisses Candy (2 bags)  
Student journals

**Lesson Activities:**

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): show the kiddos the chocolate kisses and hand one out to each student with the direct and strict instruction that they are to not eat it.	Students sit at desks, with a chocolate kiss that is untouched on their desk.	3-5min
As they look at the chocolate on their desk we will talk about what it means to be generous.	Listen to the poem “the giving Tree” - manipulative in hand if needed-	5-8 min
Read Poem about generosity	Talk about the poem, how was the tree being generous to the boy, and why?	3-5min
Body: Have students line up at the door with their chocolate kiss. Go to Ms G-j’s classroom (students will enter 4 at a time, going to the furthest desk, dropping off candy than next 4 go in until each table and student has gotten one) and give another student the chocolate then line up back at the door. Go back into our classroom, do a quick body break Talk about paragraph writing (Topic sentence, 3 detail sentences, closing sentence) Write in journal paragraph “ What did you give away? How did it feel to give it away? Why did it feel that way?  (Students will be instructed that their volume while giving away the chocolates should be no louder than a buddy talk, and no talking during writing period)	Quietly students will line up, walk to another class, and hand another student a chocolate and tell them to have a great day! Quietly line back up at the door.  Back in the classroom : body break  Students sit back in their desks, and student in charge of handing out journals does so. Talk about writing a paragraph. Students will then write a paragraph in their journal about their experience using the prompts provided	10-12 min  3 min  15-20min
Closure: Once they have written in their journal, we can talk as a group about what they wrote Hand in journal with paragraph (get a chocolate)	Small conversation about what everyone felt and what they are writing about. Hand in journal - receive chocolate Silent read till everyone is complete	3-5min  39-53 min

**Organizational Strategies:**

**Students will be seated in their assigned seating. TC will hand out a chocolate to each student and talk about what it means to be generous, reminding students that they are NOT to eat the chocolate. When students go to give a chocolate -students will enter 4 at a time, going to the furthest desk, dropping off candy than next 4 go in until each table and student has gotten one. Class will then head back to room to complete the activity.**

**Proactive, Positive Classroom Learning Environment Strategies:**

**Extensions:**

**Reflections (if necessary, continue on separate sheet):**