

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

Lesson Title: Family Traditions Lesson # 3 Date: Sept 2024
 Name: Krystal Devick Subject: Art/Socials Grade(s): 1/2

Rationale:

This lesson is designed to not only have students take time to self-reflect, but also to help acquaint TC/TM with the students in their class for the year. It is intended to help students not only consider their own uniqueness, but also to build connections with peers by identifying, learning about, and celebrate their differences. As students work through this lesson and the larger identity unit plan, they should begin to see themselves as a unique individual within in a beautiful mosaic.

Core Competencies:

Communication	Thinking	Personal & Social
I talk and listen to people I know. I can communicate for a purpose. I can understand and share basic information about topics that are important to me, and answer simple, direct questions about my activities and experiences.	Critical thinking I can explore materials and actions. I can show whether I like something or not.	Positive personal and cultural identity With some help, I can identify some of my attributes. I can identify objects or images that represent things that are important to me and explain what I like and dislike. I can describe my family, home, and/or community (people and/or place).

Big Ideas (Understand)

Art: People create art to express who they are as individuals and community.

SS: Healthy communities recognize and respect the diversity of individuals and care for the local environment

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Art: Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play	Art: personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
SS: Explore different perspectives on people, places, issues, or events in their lives (perspective)	SS: diverse cultures, backgrounds, and perspectives within the local and other communities

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment

<p>SWBAT represent and label traditions within their family, understand not every family will have the same traditions/celebrations/beliefs.</p>	<p>Product: worksheet completed with drawing and labels (3 of 4 for proficient). Discussion: TC will float around and ask students to describe their representations. Students will get to share at the carpet one of their special traditions with the class. TC will frontload respectful listening expectations. Observation: Students are on-task. Students are respectful listeners when others are sharing.</p>
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Prerequisite Concepts and Skills:

Able to color, draw, form letters to label drawings

Indigenous Connections/ First Peoples Principles of Learning:

Learning requires exploration of one’s identity

“The exploration of one’s identity includes developing an understanding of one’s place in the world, in addition to being able to identify all the factors that contribute to how people see themselves. These factors include their strengths and their challenges, their innate abilities (gifts) and capacities to learn. In addition to using this understanding to help one grow in life, knowing one’s own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community, and land).” © Jo-Anne L. Chrona, 2014

Universal Design for Learning (UDL):

1. MULTIPLE MEANS OF REPRESENTATION –provide for multiple means of representation in this unit in the following ways:
Information will be represented to the students through videos, images, stories, oral instructions, text, back and forth discussions, and in hands-on learning.

2. MULTIPLE MEANS OF ACTION AND EXPRESSION – provide multiple means of action and expression in this unit in the following ways:
Students will express their understanding and learning to us through simple worksheets/tasks, and through conversations with each other and with the instructor. Lesson plans will include triangulated assessment, so students are able to show their learning through multiple means.

3. MULTIPLE MEANS OF ENGAGEMENT – provide multiple means of engagement in this unit in the following ways:
Students will be provided with opportunities to engage through kinesthetic, technological learning, artistic exploration, worksheets (solitary learning), and in group and class discussions (auditory learning).

Differentiate Instruction (DI):

TBD based on individual needs in the class.

Regardless:
TC will be consistent with methods used by TM. TC will build relationships and trust. TC will be patient and communicate as needed with individuals. TC will make instructions clear, simple and specific.

Materials and Resources

Exemplar, drawing materials, worksheet.
Let's Celebrate! Special Days Around the World by Kate DePalma
Our Favorite Day of the Year by A.E. Ali, Rahele Jomepour Bell

Lesson Activities: 45 minutes

Teacher Activities	Student Activities	Time
TC will read <i>Let's Celebrate! Special Days Around the World</i> read aloud. Then she will discuss the book and she her exemplar and discuss her family traditions. Discuss how they make me feel and why we observe them. Ask students if everyone's family has the same traditions? Will they all look the same? Our family traditions are as unique as our families are.	Listen to read aloud Participate in discussion	15
Body: TC will hang out worksheets to students. TC will help with spelling.	Students will complete at least 3 of the boxes showing their traditions around food, clothing, holidays, and/or entertainment. Students will label the tradition underneath.	20
Closure: TC can conclude by asking students if anyone would like to tell the class about one of their traditions and what they love about it. Conclude noting how we are all different/wonderful.	Participate in discussion, share if they are comfortable one of the items the drew.	10
Have students return to their desks to listen to <i>Our Favourite Day of the Year</i> .	Listen to story.	10

Organizational Strategies:

Teacher will ensure all supplies are prepared the day before.

Proactive, Positive Classroom Learning Environment Strategies:

This lesson is designed to promote reflection, and is intended to be highly engaging, resulting in students who participate and reducing undesirable behaviours.

Extensions:

Exploring deeper into individual identity and/or connecting that with a sense of belonging in a larger community unit. Could also expand into more discussion on different cultures around the world celebrating the same time of year differently (i.e. winter solstice).

My Family Traditions

Name: _____

What are your family traditions?

Draw in at least three boxes.

Write your tradition on the line.



Food	Clothing
<hr/>	<hr/>
Holidays	Entertainment (games, dances, songs)
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