** LESSON PLAN (2023)**

**Candidate’s name:**

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| Grade/Class/Subject: | Kindergarten/Grade 1 | School: | Heather Park Elementary |
| Date: | March 1, 2024. | Allotted Time: | 85 mins |
| Topic/Title: | Phonemic Awareness Activity and Assessment | | |

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 a review lesson with an assessment that will follow. Every week students study a new sound and look at letter combinations, their special sound, recognizing them in words, and building vocabulary with these sounds. Throughout the month of February, students learned the phonemes AU, OU, IN. Giving the students an opportunity for review before their assessment will allow them to recall rules, sounds, and word combinations. The assessment will allow myself to gauge where the students are with auditory recognition, visual recognition, and pronunciation. During the review portion I will be incorporating kinesthetic. Energy in the school is high following wacky hair day so allowing students to move around will keep them more engaged while still reinforcing the objective of the lesson. |

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 | THINKING – Critical/Reflective  Facet: Reflecting and assessing  Profile: 2) I can use evidence to make simple judgments.  Elaborations: During this lesson, students will reflect upon what they have learned about the phonemes AU, OU, IN. This is a review lesson, so students have prior knowledge on these sounds already. Students will have to use prior knowledge on auditory recognition, visual recognition, and pronunciation of these sounds to engage in the activities and assessment. |

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. | Learning is reflective, experiential, and involves patience and time. In these activities and this assessment, students will be reflecting on their prior knowledge on the phonemes AU, OU, IN.  Elaborations:  There was a lot of repetition and revisiting these phonemes for students to learn them to the best of their ability. Chrona states in her blog that “Reflective thinking is a key process in coming to understand new concepts and determining the relevancy of information and ideas.” Including experiential activities involving these sounds for the students will also give them a chance to be immersed in the sounds and get a better understanding of the importance of these sounds in the French language. Learning these phonemes involved patience and time. Chrona states that “knowledge and understanding is built over time.” It takes time to be able to learn and remember phonemes in a new language. Students have demonstrated this throughout their review lessons and will do so again during these activities and assessments. |

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?* |
| BIG IDEA: As our vocabulary increases, so does our ability to make ourselves understood.  GUIDING QUESTION: How can I demonstrate and reflect on my knowledge on the phonemes AU, OU, IN through auditory recognition, visual recognition, and pronunciation? |

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?* |
| Recognize the letters of the alphabet and their corresponding sounds  Elaborations:  Students will need to recognize the letters in the alphabet and their letter combinations in order to participate in the activities and the assessment that will follow. Students will demonstrate their understanding by recognizing the sounds that AU, OU, IN make and other letters of the alphabet that will be combined with these sounds. | Phonemic awareness: letter sounds, phonemes.  Elaborations:  Students have learned the letter combination sounds AU, OU, IN. Throughout the activities and assessment, students will need to use their prior knowledge to recognize the corresponding sounds, letter combinations, and recognize these sounds in words. Students are expected to engage in auditory recognition, visual recognition, and pronunciation |

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? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? 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?* |
| This lesson/assessment will be formative and summative. Formative because these sounds are stepping stones to build off of to start learning and recognizing larger words and more complex sounds. Summative because I will be assessing students on these specific sounds and how much they have grasped pronunciation, auditory recognition, and visual recognition. |

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.* |
| These activities will be very engaging and will create a lot of movement. In order to minimize behaviours and energy getting too elevated, I will give the student clear expectations and rules for the activities. For the second activity, I will stress that students must only walk to the corner of their choice. |
| **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.* |
| Sticky notes with phonemes AU, OU, IN and letters written on them for assessment piece.  Large poster paper with phonemes AU, OU, IN written on them for the second activity.  Physically moving the desks of students to the side wall for second activity.  Preparing a recording sheet for student info and assessment. |

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* | 5 mins - Students will come in from lunch and have a soft start by getting a book and reading on the carpet (lire sur le tapis).  5 mins - To get the students attention I will sing the song “c’est le temps de ranger,” to indicate to the students that it is time to put their books away. I will then quickly do the attendance. After, I will get the students engaged by playing a quick round of Simon-dit with them. | 10 mins |
| **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* | 10 mins – Students have actions associated with the phonemes AU, OU, IN. For the first activity, I will say 6 words that have either AU, OU, IN in them and students will have to show me the action that corresponds with the sound. For the last 3 or 4, I will get students to close their eyes and listen to the sound and do the action.  Words: Jou, Fou, Clou, Pain, Fin, Sapin, Main, Haut, Saut, Auto  5 mins – Explain the rules for the next activity.  5 mins – For the second activity, I will have AU, OU, IN on poster paper set up in corners around the room. Students will arrange themselves in the middle with me. I will then close my eyes and start counting down from 10. Students will walk to the corner they choose. Once I count down to zero I will say a sound (AU, OU, IN). Whoever is standing in the corner of the sound I say is out of the game and will stand off to the side. I will then point to the other corners to get them to say their sound as a group for practice.  50 mins - After the two activities, I will advise students to choose a centre to play with. This will give me the chance to pull students individually and start one-on-one assessments. The assessments should take the rest of the afternoon.  One-on-one assessments will consist of the student pronouncing the phonemes, being able to recognize them, and being able to say and them with a combination of letters.  For the first assessment, I will point at a phoneme and the student will have to orally say the sound associated with it to me.  For the second assessment I will say the phoneme and the student will have to point to which sound it corresponds to.  For the third assessment, I will add letters to the sounds AU, OU, IN and students will have to say the word or the sound associated with another letter or sound.  During assessments, I will make sure to check on other students in between to make sure students are engaged in their centre activity and staying on task | 70 mins |
| **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* | 5 mins - Once assessments are finished, I will start singing “C’est le temps de ranger” which will prompt students to start cleaning up their centres. Once students have cleaned up their centres, they will start the process of getting ready to go home. | 5 mins |

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?* |
| Overall, I feel like the lesson was successful. I found both activities to be engaging and students seemed to enjoy them and were on task. There were 3 students missing today, so the time I had prepared for my assessment piece was a bit shorter than I was expecting. With the desks being on the outside of the of the class, it allowed students to play with their centres with a lot more space. Students seemed to like simon-dit so I think I will incorporate that every now and then to get students engaged.  This week was very busy for the students – Monday there was no school, Wednesday was pink shirt day, Thursday was wacky hair day, and Friday the students attended a ringette game. With all of these events throughout the week, the energy was high in the classroom. I am glad we did very engaging activities that allowed movement because I think it kept students entertained while still being focused during the review of the sounds.  I think next time I do an assessment I will use a different method than I did this time. I found the way I assessed was hard to keep track of the names with the small printing on the page. I also found it difficult to not make it obvious to the students that I was making marks on the sheet. Next time, I may use a blank sheet and write their names manually as I pull them for assessment instead of having a printed class list. After I could transfer the information from each assessment onto a class list so that it is easier to refer to if needed. Another option is still using a class list but enlarging it when I print it to make it easier for tracking.  Another thing I will remind myself to do is to say “merci” to the students who are listening to ensure the rest of the class realizes they also have to be engaged and listening.  In this lesson I believe I demonstrated Standard 5 as I was able to incorporate assessment in the French language. I was able to understand the methods that can be used during assessment as well as recognizing the importance for tracking student growth, development, and academics. With having experience in assessment, it will give me the strategies to recognize where students need extra support.  Overall the class was very responsive to this lesson and I enjoyed teaching the activities the students participated in for review. |