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**Lesson Plan (Revised 2020)**

**Zachary Forster**

***My Heart Fills With Happiness***

Visualization When We Read

**Elementary Years**

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| **Name:** | **Zachary Forster** |

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| **Grade** | 1 | **Topic** | Visualization When We Read |  |
| **Date** | February 19, 2020 | **Allotted Time** | 30 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| * Gear, Adrienne. Reading Power, Teaching Student to Think While They Read. Markham: Penbrook Publishing, 2006
* *Visualizing*, SD57 Teaching Resource
* *Visualizing Song -* Daine Martin, Spul’u’kwuks School
* *My Heart Fills With Happiness* by Monique Gray Smith, illustrated by Julie Flett
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**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Teaching students how to use visualization strategies in order to make meaning from text strengthens their reading abilities. Proficient readers naturally visualize while reading.Visualizing is the ability to create mental pictures in order to make meaning from text. Visualizing assists readers in becoming active rather than passive readers. This strategy helps readers to remember information by organizing ideas and seeing relationships between and among these ideas. Personal connections text to text and text to text are strengthened by visualization, thus further enhancing reading comprehension. The goal of this lesson is to build on the introductory lesson from yesterday. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* **Critical & Reflective Thinking**
 | **Personal and Social*** **Personal Awareness & Responsibility**
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
 |
|  | Students will use critical and reflective thinking as they illustrate and share pictures created in their minds while they listened to text from*My Heart Fills With Happiness.* | Students are encouraged to think about their own experience and to claim awareness of themselves as they share pictures created in their own minds. |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| X Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). | Lesson: *My Heart Fills With* Happiness, by Monique Gray Smith, illustrated by Julie Flett. The story encourages children to reflect on what makes them happy by thinking about elements of Indigenous culture. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand*****Big Idea(s):**Stories and other texts help us learn about ourselves and our families.Stories and other texts can be shared through pictures and words.**Essential or Guiding Question(s):***How can I use visualization strategies to make meaning from text?*  |
| ***Do***Curricular Competencies (Learning Standards):**Comprehend and connect (reading, listening, viewing)** • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Use foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • 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 |
| ***Know***Content (Learning Standards):**Strategies and processes** • reading strategies (visualization) |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

* Teacher observation of student engagement throughout the class
* Student completion of student activity sheets
* Student participation during peer conversations

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* Student artifacts

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | Students will illustrate and share pictures created in their minds while they listened to text from*My Heart Fills With Happiness.*  |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Student active participation including listening, completion of activities and sharing during peer conversations. |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Engagement throughout the class
* Completion of student activity sheets
* Participation during peer conversations
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**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must do* Engage throughout the class with encouragement
* Complete student activity sheets with support
* Participation during peer conversations

Access/All | Students can do* Engage throughout the class
* Complete student activity sheets
* Participate during peer conversations

Most | Students could do/try to* Engage throughout the class
* Complete student activity sheets
* Complete additional examples of when my heart fills with happiness
* Participate during peer conversations

Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| * *Visualizing Song -* Daine Martin, Spul’u’kwuks School - poster
* *My Heart Fills With Happiness* by Monique Gray Smith, illustrated by Julie Flett
* Student activity sheets
* pencils
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**Organizational/Management Strategies:** *(anything special to consider?)*

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| * Regular classroom setting
* Transitions
* Being aware of students who perhaps may need additional support
* Being aware of students who may need additional challenge
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**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** * Invite students to the carpet
* Review yesterday’s lesson
* Review visualization song and hand symbol
* Lead students in singing it together
* Instruct students to return to their desks with their visualization booklet
* Ask students not to open the booklet yet
* Ask students to take out a pencil
 | **Students will** * Gather on the carpet
* Recall what they learned yesterday
* Review the visualization song and hand symbol
* Sing the song
* Return to their desks with the visualization booklet.
* Only look at the front cover
* Have a pencil ready to begin
 | 5 minutes |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will** * Explain to students that they are going to listen carefully to a number of statements from a book called *My Heart Fills With Happiness:*
* My heart fill with happiness when I see the face of someone I love.
* My heart fills with happiness when I smell bannock baking in the oven.
* My heart fills with happiness when I walk barefoot in the grass
* Before each statement is read students will be asked to close their eyes and listen carefully. They are challenged to create a rich picture in their minds.
* Read each of these statements in turn giving time for the process of visualizing

and for student completion of an illustration on the page provided* Invite students to go back and add any additional detail they might wish to add or to finish
* also encourage students to add an additional illustration of their own on the back where they picture another situation that fills their hearts with happiness
 | **Students will** * Listen carefully and participate in the process
* Complete illustrations as time is provided - Each page in the booklet has a place for an illustration of what they had seen in their mind’s eye using pictures and words following the visualization exercise for each statement.
* Go back to finish up or to add details
* If finished early, they will be encouraged to think of other times their heart fills with happiness and to illustrate these situations on the back of their activity sheets.
 | 15 minutes=2 minutes to explain+3 minutes for each statement+4 minutes to review, add detail etc. |

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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** * Ask students to share at their table groups using a point and share conversation
 | **Students will** * at table groups, students will share the pictures they created
 | 5 minutes |

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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** * Again, invite the students to join him on the carpet
* Explain that we have a book today where Monique Gray Smith wrote the words. Julie Flett created the pictures for this book just like we created pictures
* Read aloud *My Heart Fills With Happiness* sharing text and illustrations
 | **Students will** * Join the teacher on the carpet
* Listen to the story and view the illustrations
 | 5 minutes |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| The lesson was successful and I will use it again, especially when I wish to incorporate First Nations Principles of Learning into the student experience.Next time I will use this lesson when we have a longer period of time to devote. This was a shorter lesson time slot and while it worked out well, we could have had more time to discuss and consolidate. |