

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

**Lesson Title:** What Makes Us Happy? Developing Identity      **Lesson #** 1      **Date:** November 12, 2020  
**Name:** Rebecca Saunderson      **Subject:** English Language Arts      **Grade(s):** 1

### Rationale:

**This lesson is important because it will allow students to make personal connections between their life experiences and the text. It will emphasize how we can find happiness and value those aspects of our lives.**

### Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>Communicating/presenting ideas of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Generating novel ideas using reflexive thinking</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and caring about themselves by developing positive ideas of identity</li> </ul>

### Big Ideas (Understand)

Everyone has a unique story to share.

### Learning Standards

**(DO)**

**(KNOW)**

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Engage actively as listeners and readers to develop understanding of self and identity</li> <li>Identify, organize, and present ideas in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>oral language strategies (focusing on the speaker, making personal connections, and contributing to discussions)</li> <li>letter formation</li> </ul>

### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>SWBAT identify what makes them happy</li> <li>SWBAT communicate their ideas through drawings</li> <li>SWBAT communicate their ideas through written words</li> </ul>	<ul style="list-style-type: none"> <li>Considering the ideas discussed at the carpet and the ideas presented in the Heart Activity, the teacher will assess the students ability to identify things that make them happy based on a rubric/or a checklist</li> <li>Considering the drawings present in the Heart Activity, the teacher will assess the students ability to communicate their ideas through drawings based on a rubric</li> <li>Considering the words present in the Heart Activity, the teacher will assess the students ability to communicate their ideas through written words based on a rubric</li> </ul>

### **Prerequisite Concepts and Skills:**

- Sit and listen attentively on the carpet
- Have previous experience using scissors
- Have previous experience writing words

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

Learning requires exploration of one's identity- The story is told from an Indigenous perspective and the lesson asks students to consider their personal identity in relationship to the story.

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

Auditory learners will be engaged through the oral read-aloud of the story. Auditory learner will also benefit from the partner and group discussion times. Visual learners will see an example of a finished writing and drawing prompt before beginning their own. Kinaesthetic learners will be engaged as a movement break is included at the beginning of the lesson. Visual and kinaesthetic learners will be engaged when given the opportunity to draw their thoughts and ideas.

### **Differentiate Instruction (DI):**

This lesson could be adapted to support students with visual or auditory impairment by presenting the book on a projector at the front of the class. This would allow those student to follow along more easily. The teacher can call on students who may require extra support engaging in class material or building self confidence. Any educational assistants present in the classroom should be informed of the lesson and goals. Adjustment to the Heart Activity sheet should be made as required based on students specific needs. Students who excel with writing may be challenged to write a sentence about their heart on the back. Additionally, they may be asked to explain their ideas more specifically within their writing and/or drawing.

### **Materials and Resources**

#### *Before the lesson:*

- Pre-read My Heart Fills with Happiness and note the pages that have vocabulary/concepts of interest or bring up strong emotions
- Practice reading My Heart Fills with Happiness
- Print 22 copies of Heart Activity sheet
- Complete an example of the Heart Activity sheet
- Prepare "GoNoodle" video (<https://www.youtube.com/watch?v=KhfkYzUwYFk>)

#### *Gather:*

- Pencils, erasers and scissors for each student
- Coloured pencils or crayons
- At least one copy of My Heart Fills with Happiness by Monique Gray Smith

**Lesson Activities:**

Teacher Activities	Student Activities	Time
<p><i>Introduction (anticipatory set – “HOOK”):</i>  <b>Brain Break:</b></p> <ul style="list-style-type: none"> <li>• The teacher will put “Trolls: Can't Stop The Feeling- GoNoodle” on the projector and participate with the students</li> </ul> <p><b>What Makes Us Happy Discussion:</b></p> <ul style="list-style-type: none"> <li>• The teacher will have the students gather at the carpet</li> <li>• The teacher will say “Dancing together, like we just did, fills my heart with happiness!”</li> <li>• The teacher will ask the students to think of one thing that fills their heart with happiness and share their idea with the person next to them (pair share)</li> </ul>	<p><i>Introduction (anticipatory set – “HOOK”):</i>  <b>Brain Break:</b></p> <ul style="list-style-type: none"> <li>• The students will participate in the “GoNoodle” activity</li> </ul> <p><b>What Makes Us Happy Discussion:</b></p> <ul style="list-style-type: none"> <li>• The students will think of something that fills their heart with happiness and share their idea with the person next to them</li> </ul>	<p>3 Minutes</p> <p>2 Minutes</p>
<p><i>Body:</i>  <b>Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• The teacher will conduct a read aloud of <i>My Heart Fills with Happiness</i> by Monique Gray Smith</li> <li>• After the reading, the teacher will then talk about how the story is written for the perspective of a Cree person and that some of the things that fill the narrators heart with happiness, relate to the Cree culture (bannock, drumming, etc.)</li> <li>• The teacher will then explain that everyone will have different things that fill their heart with happiness and that they should think carefully about themselves</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• The teacher will instruct the students to return to their tables and will hand out a copy of the “Heart Activity” sheet to each student</li> <li>• The teacher will post a completed example on the board</li> <li>• The teacher will instruct the students to carefully cut the heart out and then fill the heart with words and drawings (at least three of each) that represent things that fill their hearts with happiness</li> </ul>	<p><i>Body:</i>  <b>Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• The students will listen to the read aloud of <i>My Heart Fills with Happiness</i> by Monique Gray Smith</li> <li>• The students will think about what fills their hearts with happiness by considering the examples in the book and their personal experiences</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• The students will return to their tables and begin cutting out the hearts</li> <li>• The students will then begin filling their heart with words and drawings that represent things that fill their hearts with happiness</li> </ul>	<p>7 Minutes</p> <p>15 Minutes</p>
<p><i>Closure:</i>  <b>Gallery Walk:</b></p> <ul style="list-style-type: none"> <li>• The teacher will instruct the students to leave their finished hearts on their tables and prepare for a gallery walk</li> </ul>	<p><i>Closure:</i>  <b>Gallery Walk:</b></p> <ul style="list-style-type: none"> <li>• The students will leave their finished hearts on their tables</li> <li>• The students will participate in a gallery walk to see their peers work. They will quietly walk around the room with their hands behind their back.</li> </ul>	<p>3 Minutes</p>

**Organizational Strategies:**

- The teacher will model the expected behaviour during the read-aloud and pair share
- Students will be asked to listen attentively to the teacher during the read-aloud and to others during discussions
- The teacher will keep a calm voice during the Heart Activity to help keep a calm environment
- Heart Activity Sheet will not be distributed until all students are seated at their table
- The students may use wobble chairs or fidget toys if they are feeling antsy
- The students will be seated in a strategic formation to minimize distractions

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

- The teacher will talk about how we are all in different places in our writing and drawing journeys and that each person should be aiming to present their own best work.
- The teacher will ensure that students are aware of the personal nature of this activity and that everyone's work will include different ideas
- The teacher will verbally acknowledge students who are on task
- The teacher will discreetly acknowledge students who are distracting others or not focused
- If necessary, the teacher will use call outs that the students are familiar with such as "1, 2, 3, eyes on me!" to get the classes attention
- The teacher will move around the room to ensure all student are on task and to refocus those who have become distracted
- The teacher will make sure that classroom behaviour expectations are clear before the lesson begins
- The teacher will read expressively in order to engage all students
- If necessary, the teacher will separate or move students who are struggling to stay on task in their usual seats or at the carpet

**Extensions:**

This lesson could be expanded to a lesson on culture in order to further explore aspects of identity. Students could discuss with their families and bring aspect of their culture that fill their hearts with happiness back to school. They could then complete another Heart Activity sheet or share their ideas in another way.

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