** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:** EMORY GEORGES

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| Grade/Class/Subject: | Kindergarten - Socials Studies / ELA | School: | Suwilaawks Community School |
| Date: | Feb 10th 2023 | Allotted Time: | 30-35 minutes |
| Topic/Title: | Susan Laughs - We are the same (even when we are different). | | |

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 the first lesson of my *cross-curricular* unit based on the book, *Susan Laughs* by Jeanne Willis and illustrated by Tony Ross. This lesson will introduce the story to the class and we will discuss its content on how it relates to our greater understanding of society. The discussion focus will be on *ableism*, which is the discrimination and social prejudice against people with disabilities or who are perceived to be disabled. It maybe our cultural bias or assumptions where we initially perceive a child who is disabled to be unable to do the same things an able person can do. This story will challenge that notion and promote empathy and understanding for the kindergarten class.   Additional follow up cross-curricular lessons in the unit will revisit the book to explore literary elements like recognizing rhyming words, social emotional learning (SEL )themes such as feelings and emotional regulation, social studies concepts like shared hobbies/interests, and Math concepts like graphing using a pictogram polling.  Video of a reading of the story book.  <https://www.youtube.com/watch?v=ko-8UJTe61E> |

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.* |
| x COMMUNICATION – Communicating  x COMMUNICATION – Collaborating  THINKING – Creative Thinking  x THINKING – Critical Thinking  x THINKING – Reflective Thinking  x  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  x PERSONAL AND SOCIAL – Social Awareness and Responsibility | Students will discuss as a group if they were surprised by the ending and if so why? They will be asked to imagine if they were wheelchair-bound what things might be difficult for them to do *but still possible* to do? For example, swimming is hard without our legs, but Susan CAN swim! How does she swim?  How are we the SAME as Susan? The goal is to discuss being inclusive by understanding even if a person has a disability, with the right support they can do many of the things we can. |

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?* |
| *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).  x Learning involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  x Learning is embedded in memory, history, and **story**.  x 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. | Students will reflect on the story and discuss various social elements related to ableism and promote empathy to those who have disabilities. Do they know a teacher or grownup at school who is like Susan and needs support? Do you think they are like Susan and have the same feelings, interests as you?  Theme of this lesson is how we are “different but also the same.” Have the class reflect and brainstorm on this. How are we the same as Susan? |

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?* |
| SOCIAL STUDIES - Our communities are *diverse* and made of individuals who have a lot in *common*. Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. .   ELA - Language and [story](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \o ") can be a source of creativity and joy. [Stories](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ") and other [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ") help us learn about ourselves and our families. [Stories](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ") and other [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ") can be shared through pictures and words. Everyone has a unique [story](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \o ") to share. Through listening and speaking,we connect with others and share our world. |

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?* |
| **Social Studies -** [Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o "). (Contribute to a class collection of information on a common topic. Identify a variety of ways of communicating (e.g., spoken language, *facial expression*, sign language, *pictures*, song, dance, drama) Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) )  **ELA** - Use developmentally appropriate [reading, listening, and viewing strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \o ") to make meaning [Engage actively as listeners, viewers, and readers](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \o "), as appropriate, to develop understanding of self, identity, and community Use personal experience and knowledge to connect to [stories](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ") and other [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ") to make meaning [Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \o ") to build shared understanding | Students are expected to know the following:  **Social Studies** - [ways in which](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ") **[individuals](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ")** [and families differ and are the](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ") **[same](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ")**.(I want to students think about the various ways we are the same as people with disabilities. The differences are somewhat obvious. A hearing impaired person cannot easily listen to a movie but they could still enjoy watching one with subtitles or using hearing aid devices. So we are the same in that we both enjoy movies).  - [needs and wants of](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ") **[individuals](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ")** [and families](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ") (Sometimes people have different needs to do the same thing. Susan needs a wheelchair to move around. But she can still play in the park,swim in the lake, etc.)  -[rights, roles, and responsibilities of individuals and groups](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core" \o ") (How can we be a supporter for others? In the class how do you help our teacher? At home how do you help your grown-up?)    **ELA** - [reading strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ") (making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge - inferring and prediction based on pictures and prior knowledge)  - [metacognitive strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core" \l ";" \o ")  talking and thinking about learning (e.g., through reflecting, questioning) |

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?* |
| Formative - We will be discussing the book from a social context (no grading). Students will discuss how they are the same as Susan (a girl who is wheelchair bound). At the end of the discussion, have the students draw a picture of something they want to do with Susan in their journals. The teacher will title the drawing ( We can “…”. (We can swim. We can play. ) |

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.* |
| The story book was chosen as it uses very simplified language and expressive pictures. Students who are ELL or have limited English abilities will likely understand the story thanks to its pictures. We will discuss orally the book’s social theme of how we can be different but also the same. The assessment is simplified to drawing a picture in the journal, and the teacher will title it. Students will explain their picture to the teacher and students with higher writing ability will be asked to write or trace the title. |
| **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.* |
| Whiteboard / Markers. Student journals. “Susan Laughs” storybook.  Smartboard TV with PC. (Presentation) |

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* | Have the students come to the classroom mat. Ensure that everyone can see.  Before reading, explain the lesson expectations for the students. If they wish to ask questions they should raise their hands. Only one person may talk at a time. Eyes on the teacher, ears listening closely.  ***Teacher***: “I will read the book first. When I finish I will review it once again from the start and ask the class some questions. Are you ready? Sitting on your “tush”and “Legs criss-cross, apple-sauce.”\* Eyes on me. Bubble mouth.\* Ears listening closely (miming the actions).”  \* *(Common playful sayings in the class)*  Wait till everyone is at attention then read the story.   First,show the book cover. Have students predict what they think story is about. Do some observations and inferring based on the book cover: Who are the people on the see-saw?  Who is Susan?  Where do you think they are? (at home, at a park, at school?)  How do you think Susan *feels*? How do you know? (Social cues training).  \*These prompts help to show similarities between the students and Susan. (They like to play on the see-saw. Who do they usually play with? Where do they play?) | 3-5 min |
| **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* | Read the whole book *first*. The purpose of this particular reading is for students to understand the story and social message of the story (Susan may be different but she is the same as you and me. She can do many of the same things we do. Some of those things might be surprising, and sometimes she just might need some extra help but sure she can do it herself -- Example: She can swim by herself with *water-wings*. She can even “dance” with some help).   Before revisiting and doing the prompts, the ending is likely a surprising one for the students. Some students might ask, “Is she okay? What happened?” At this point you can introduce the explanation usually reserved for the final pages after revisiting:  ***Teacher*** : Susan has a **disability** because her legs work *differently* and she has difficulty walking. Susan uses her wheelchair to move around, but she could do lots of things, just like we do! When do we use a wheelchair? *Elicit*: When our legs do not work so well. That can happen when we get badly hurt, or sometimes we are just born that way.  If you do explain these pages now be sure to remind students when reaching the last pages of the book before transitioning to brainstorming things we can do like Susan.  ***Teacher Note:*** I wish to emphasize a positive aspect to the kindergarten students. Thus, I do not want to focus on what Susan cannot do, but rather what shared interests, hobbies, feelings we have with Susan. Although she is (probably) different due to her need to use a wheelchair, she is also very much alike.  Revisit the story and prompt students with discussion questions.  *In order to keep the student’s engaged, I will have a prompt question for each set of pages. The prompts are designed to have students think how they are similar to Susan or how her story connects with the world around them.*  Page 1,2 - Susan laughs, Susan sings, After reading :  **Prompt**: Why do you think Susan laughs? [Who likes to watch funny TV shows? I do, too!]  Page 3,4: Susan flies, Susan swings, **Prompt**: Does anyone else like to swing? Where do you go to swing?  Page 5,6: Susan’s good, Susan’s bad. Susan’s happy, Susan’s sad. ***Prompt***: Does anyone know what this toy is called? [Jack-in-the-box] It looks like a present but it has shocking surprise inside!  Page 7,8: Susan dances, Susan rides. **Prompt**: This is called a piggy-back ride. Sometimes we ride on someones back and if you are small sometimes on someone’s shoulders. Have you ever had a piggy-back ride? Who gave you one? Who do you think is giving one to Susan?  Page 9, 10: Susan swims, Susan hides.  ***Prompt:***What are these yellow things on the children’s arms? These are called “Water-wings.” Have you ever used these before? In this picture, Susan hides. Looking the man’s face how do you think he feels? Is he worried? It is ***very scary*** for grownups when children hide in public places. Public places are places with lots of people.  Do we hide in schools? At the beach? In shopping malls? Why not? ***Teacher Note:*** There are students in our class who like to run and hide in school. I am hoping to remind students not to do this, and why.  Teachers: So if we play hide and seek games we should do that in small places like at home, and ***only*** if the other person *knows* you are playing a game. Sometimes my son hides on me in my house, and jumps out and says “Boo!” He says, “it is fun,” but it makes *me* feel *uncomfortable*, so I ask him not to do that. It is important when playing together that everyone has fun together.  So has anyone played hide and seek before like Susan? Where did you play?  Page 11,12: Susan’s shy, Susan’ loud, Susan’s angry, Susan’s proud.  ***Prompt***: Feeling proud is when you work at something that is difficult and you finally do it! You feel happy that you could do it! People can feel proud of others too. When grownups see kids working hard and doing their best, they feel proud too!  *When teachers see you studying hard and listening carefully during story time, we feel proud of you, too!*  Page 13,14:Susan splashes, Susan spins.  ***Prompt***: This is called a merry-go-round. Have you ever rode on one before? This was very popular when I was in kindergarten. Every recess we would go out and play on it.  Pages 15,16: Susan waves, Susan grins. ***Prompt***: Can you grin? (A grin is a BIG smile!)  Pages 17, 18: Susan’s right, Susan’s wrong, Susan’s weak, Susan’s strong. ***Prompt***: Is Susan good at math? No, it is not EASY for her. But can she do it? Yes, she **can**! She only needs more practice and some help from her teacher. Sometimes we need to take hard or big tasks and chop them up into smaller easier tasks and then it becomes easier for us to do it.  Pages 19,20: Susan trots, Susan rows, ***Prompt***: Susan and her grown-up are pretending to be pirates! Have you ever done that before?  Pages 21,22: Susan paints, Susan throws,  ***Prompt***: I know that “*some*” of you like making paper airplanes. Do we throw paper airplanes in the classroom? [No…] Whats happens when we do that? [It is taken away!] I hope someday when the weather is nicer, we can go ***outside*** and throw paper airplanes that we make together.  Pages 23,24: Susan feels, Susan fears, Susan hugs, Susan hears.  ***Prompt***: When Susan is afraid she has a favorite toy or teddy bear to help her feel safe.  Do you have a toy like that?  Pages 25,26: That is Susan through and through -- just like me, just like you. [We discover that Susan is in a wheelchair!] ***Prompt***: Who was surprised to find out that Susan needs to use a wheelchair?  [All or most of you were surprised! I was too when I first read the book.]  \****Teacher explanation of why Susan is in a wheelchair*** *(Possible revisit)*: Susan has a **disability** because her legs work *differently* and she has difficulty walking. Susan uses her wheelchair to move around, but she can do lots of things, just like we do!  ***Teacher Note:*** To help with timing and better understanding for ELL students. Pre-write on the whiteboard the things that Susan does. Draw or have magnetic icons/visual aids beside the words and mime the actions whenever possible as you saying the action words. (We can “swim.”)  What are some things that Susan can do in the story, that we can do too? [teacher makes a list] on the white board  Keep the list short but open-ended.  **We can …**  Are the some other things we can do together with Susan that are not in the book?  We can play blocks! etc. Add to the list.  Let’s think how can we play together with Susan. Can Susan skate? No. Can she ski? No. Can she ride a sled? Yes! Can she play in the snow? Yes!  \*In our class, we have a student with severe special needs. I want students to make the connection on how that person might also like doing many of the same things that “abled-bodied” people do. A disabled person may need more support to do an activity but we should not assume they cannot do it or do not want to do it.   ***Teacher:*** “If you see a person in a wheelchair like Susan, do you think they can dance? How did Susan dance in the story? She did it with a little help from her grandpa. Like Susan, we can all feel happy or sad, be good or bad, and have good days or bad days. The next time you see someone who is different, ask the person what he or she likes to do. We might like to do the same things too! | 18 min (depends on book’s discussion time, and how long it takes students to come up with the list of similar things that they can do with Susan after we finish the book. Guide the students if you need to save some time.   Depending on the time, some prompts could be skipped and used in a follow up lesson when we re-read the book: These are marked in ***Blue***) |
| **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* | **Teacher**: Based on the “We can…” here is a list of things we can do with Susan. Choose one thing that you would like to do together with Susan and draw a picture of it in your journal. The EA and I will come around and ask what it is that you want to do, and we will help write the title of your picture. ”We can \_\_\_ . “  For example if you choose “swim.” I will write “We can swim.” Try to trace or write a copy of this sentence.  **Teacher**: If you finish early, you may do silent reading or continue to draw other hobbies in your journal. (Labeling is still difficult for the class but they can try to label based on the words on the whiteboard or ask the teacher / EA how to write/trace the word.)  ***Teacher Note:*** **Alternative task instead of drawing: (This is possibly easier but also depends on students’ fine motor-skills using scissors)**: Have three or four grayscale labeled pictures of common activities that Susan liked to do in the story. Students choose one they would like to do *with* Susan and cut and paste it into their journals. They may color after pasting the labeled images in the journal. The labels would be dotted so students can practice tracing the word. | 12 min |

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?* |
| I originally taught this lesson during my practicum. This current lesson plan has been revised based on my CT feedback, self-reflection on how the lesson went and further reflection for the EDUC 402 - Diverse Classrooms Course. |