

Lesson Plan Template (Revised 2020) Elementary Years

Name: Hannah Trombley

Grade 1/2
Date TBA

Topic English Language Arts
Allotted Time 30 minutes

STAGE 1: Desired Results

Cite sources used to develop this plan:

BC Curriculum <https://curriculum.gov.bc.ca/curriculum/english-language-arts/2/core>
 Sometimes I Feel Like A Fox – Danielle Daniel (book)
 Google voice Typing (Speech to Text) <https://cloud.google.com/speech-to-text> (Support aid for student with Dysgraphia)




Rationale: *How is this lesson relevant at this time with these students? Why is it important?*

This lesson is relevant at this time with these students because students are continuously working on their writing processes and language features, structures, and conventions. Students are expected to practice all these elements in English language Arts in both grades 1 and 2. The read aloud story almost always connects to another lesson throughout the day, making for cross-curricular learning and connections. This story also connects and resonates with First Peoples Principles of Learning (FPPL) and Indigenous Knowledge/Ways of knowing which is extremely relevant for this classroom demographic and student body. Students will practice making meaningful connections to a text. (Gear, 2011).

I have adapted parts of this lesson in order to cater to the needs of one of my students with dysgraphia. This student exhibits most signs and symptoms associated with dysgraphia, such as general illegibility, cramped fingers on pencil, irregular letter sizes and shapes, decreased writing speed, poor word spacing, and inconsistent letter formations (Crouch & Jakubecy, 2007). Previous educators also noticed this child’s difficulties therefore separate goals, supports, and adaptations were made in order to help this student succeed. This student has the most difficulty during journal entry time because he cannot keep up with his peers or convey his thoughts and ideas clearly. The student is in grade 2 and performs at a pre-k writing level because of his dysgraphia.

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:

 Communication	 Thinking	 Personal and Social
<ul style="list-style-type: none"> • Communicating • Collaborating 	<ul style="list-style-type: none"> • Creative Thinking • Critical & Reflective Thinking 	<ul style="list-style-type: none"> • Personal Awareness & Responsibility • Positive Personal & Cultural Identity • Social Awareness & Responsibility
	<p>I can ask open-ended questions, explore, and gather information. I experiment purposefully to develop options. I can contribute to and use criteria. I use observation, experience, and imagination to draw conclusions, make judgments, and ask new</p>	

	<p>questions. I can describe my thinking and how it is changing.</p> <p><i>-When students are participating in classroom discussion and writing their own journal they need to draw upon their own experiences and come up with original ideas.</i></p> <p><i>Student with dysgraphia is also expected to reflect inward and participate during class discussion. However, student will be presented with different modalities for journal entry in order to showcase his strengths.</i></p>	
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First Peoples Principles of Learning (FPPL):

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

FPPL to be included in this lesson:	How will the FPPL be embedded in lesson:
<p>Learning recognizes the role of Indigenous knowledge.</p>	<p>-This children’s storybook is a beautiful reminder on how vulnerable children are when developing their own self identities.</p> <p>-The use and meaning of animal totems in Indigenous culture is critical for our understanding and connection to the animal world. Animal totems in Indigenous culture also have unique personal meaning and spiritual significance to each individual.</p>

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

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

<p>Understand</p> <p>Big Idea(s): Stories and other texts help us learn about ourselves and our families.</p> <p>Essential or Guiding Question(s): What totem animal do I connect with?</p>
<p>Do</p> <p>Curricular Competencies (Learning Standards):</p> <p>-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</p> <p>-Use personal experience and knowledge to connect to stories and other texts to making meaning</p> <p>-Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation <i>(Student with dysgraphia will have other modalities to convey his thinking/ideas)</i></p>
<p>Know</p> <p>Content (Learning Standards):</p> <p>-Metacognitive strategies</p> <p>-Writing processes</p>

- Letter formation
- Sentence structure

Student with Dysgraphia will not be expected to follow all content requirements listed above. Focus for this student is on *Oral Language Strategies* and *Metacognitive Strategies*. Students short term goals are too: ask questions to clarify, express his opinions, speak with expression, and talk/think about learning through reflecting, questioning, goal setting and self-evaluating.

STAGE 2: Assessment Plan

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

Teacher will:

- Make note of who is actively engaged and listening to information and story.
- Make note of who is participating in classroom discussion.
- Make note of who is being respectful towards information shared.
- Make note of who is engaged in journal activity

(Engagement for student with dysgraphia will look different because he will not be writing in his journal like other students [unless he chooses otherwise]. He will have the opportunity to express himself differently [Stated in planning for Diversity section]. Goals for this student are to have a positive and meaningful experience with the text and convey meaning/understanding through different modalities. This student is not required or expected to write in his journal)

SUMMATIVE ASSESSMENT: (Assessment **of** Learning)

Teacher will look at student's journal entries and provide feedback if students can do more.

Student with dysgraphia will be assessed with the ADAPT strategy in mind (Hutchinson & Specht, 2020).

Accounts of student's strengths and needs (student is provided different communication strategies)

Demands of the classrooms (same learning intention for everyone)

Adaptations (different modalities of communication available to the learner)

Perspectives and consequences (visual cues and reminders available on desk)

Teach and assess the match (assessment of learning is well matched to the demands of teaching)

Student's work will be assessed based on his strengths. The student needs to communicate a connection he made to the text and which totem animal he relates too. Social participation is very important for the student to achieve, and intervention will have a positive impact on the student's participation (Caute & Woolf, 2016).

Here is an example of scaffolding the child's goals and assessments:

Target- Legibility of Writing

Level 1- Student forms recognizable letters and capitals are in correct places

Level 2- Letters are grouped and spaced to form words

Level 3- Words follow in logical sequence

(Hutchinson & Specht, 2020)

<p>The Learning Intention: <i>What will students learn in this lesson? (i.e. Learning Standards)</i></p>	<p>-I can communicate my connection to a totem animal (Learning intention is the same for my student with dysgraphia because he can make this meaningful connection)</p>
<p>Evidence of Learning: <i>How will students demonstrate their learning? What does it look like?</i></p>	<p>-Being actively engaged during read aloud and classroom discussion -Respecting others and what they share</p>

	<ul style="list-style-type: none"> -Being actively engaged in journal activity and being respectful with information provided -Student with dysgraphia is actively engaged with adapted hands-on materials as a way of expressing himself
<p>Criteria: <i>What do students need to do to meet or achieve the learning intention?</i></p>	<ul style="list-style-type: none"> -Be respectful while listening to Indigenous knowledge and ways of knowing -Be actively engaged during the read aloud and during instruction/explanation -Reflect inward on how they see themselves and make a connection with a totem animal (or choose their clan animal) -Student with dysgraphia will need to check in one of one with his teacher as well as express his needs to the teacher or classroom EA if he requires additional support or adjustments. -Student is already frontloaded and knows to ask for help before getting frustrated. -Student can refer to prompts and reminder visuals on his desk that provide him with a few strategies on how he can convey his feelings through writing or other modalities. -Visual reminders and supports are there for him should he wish to write in his journal instead of choosing another representation of work and understanding. -Student with dysgraphia will be provided additional time to complete his work.

Planning for Diversity:

<p>Learning Target: <i>In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?</i></p>		
<p>Students need to/must do</p> <ul style="list-style-type: none"> -Actively listen to read aloud -Actively listen to teacher instruction -Actively listen to classroom discussion -Choose a totem animal they connect with -Trace the sentence prompt and complete the sentence (with help or support) -Draw and color a picture in association with the story 	<p>Students can do</p> <ul style="list-style-type: none"> -Actively listen to read aloud -Actively listen to teacher instruction -Actively listen to classroom discussion -Participate in classroom discussion -Choose a totem animal they connect with -Write the sentence prompt and elaborate on their choice with 2-3 more sentences -Draw and color a picture in association with the story with detail 	<p>Students could do/try to</p> <ul style="list-style-type: none"> -Actively listen to read aloud -Actively listen to teacher instruction -Actively listen to classroom discussion -Participate in classroom discussion -Choose a totem animal they connect with (or choose their actual totem) -Write the sentence prompt and elaborate on their choice with 5-6 supportive sentences -Students can use descriptive words -Draw and color a picture in association with the story with detail

Access/All	Most	<p>Few/Challenge</p> <p><u>Student with dysgraphia:</u> This student has 4 options to produce the work required;</p> <ol style="list-style-type: none"> 1) Student receives sentence prompt pre traced and can trace over the letters. EA or teacher will trace the letters of the animal chosen that he relates too. 2) Student can choose from bag of cut and paste responses which animal he relates too and which character trait goes along with it (visual photos of animals and pre written characteristics). 3) Student can convey ideas to the classroom EA and have her scribe his ideas for him in his journal. 4) Student can use his Speech to Text tool on his I-pad to verbalize his thoughts and have them written out for him.
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STAGE 3: Learning Plan

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

Resources:

Sometimes I Feel Like A Fox – Danielle Daniel

Materials:

- Journals
- Pencils/Erasers
- Pencil Crayons
- Pencil grip support
- Visual cues for work time
- Speech to Text Tool on classroom I-Pad
- Primary Paper
- Cookie sheet magnetic letters and tray
- Sand dish for letter tracing

Preparation:

*If student chooses to write a journal entry like the rest of the students- his journal is also differentiated to meet his needs. The students journal lines are much wider and spacious to fit his letters (*primary paper template- exemplar at end of lesson plan document*). The visuals placed on the student's desk are also there for his support. Student can also choose to grab magnetic letters with cookie sheet to spell out his journal

entry with manipulations. Student could also grab the sand tray to trace his letters with an EA and help transfer those letters into writing in his journal.

The images below are some examples of visual cues or reminders that would be pasted and laminated onto the student desk to support his writing needs

Check your writing!

ABC Capital Letters

Finger Spaces

Full Stops

Smiley Sentences

- I used capitals and periods
- I put finger spaces between my words
- I spelled sight words correctly
- My writing is neat and I tried my best
- I wrote my name on my paper

a	for	is	said
at	go	it	see
an	has	like	she
and	have	look	so
am	he	me	the
are	here	my	to
can	in	no	up
do	I	play	we

STUDENT TUTOR

Organizational/Management Strategies: *(anything special to consider?)*

If I need too, I will:

- Remove all distractions
- Review expectations/ remind class of contract expectations if needed
- Physical activity – body movement breaks
- Calm music while students are working

Management Strategies:

- Review classroom expectations before each lesson
- Recognizing that some students won't be in a positive head space (trauma), letting students know that if they are not in a good head space to use their tools and their favorite calm down breathing tool if they are feeling down/agitated or simply not ready to do their job (practicing rainbow brain techniques for growth mindset)
- Redirect students if they are off task
- Check for understanding by circulating the classroom hearing for discussions, conversations, and collaboration between students
- Allowing all students, the opportunity for their ideas and responses to be heard
- Circulate the classroom to make sure all students are doing their job
- Check in with your students; know where they are at and know when you can step in to give them some support
- Teacher will ask for a thumbs-up, sideways, or down to understand where students are at with the understanding of the task

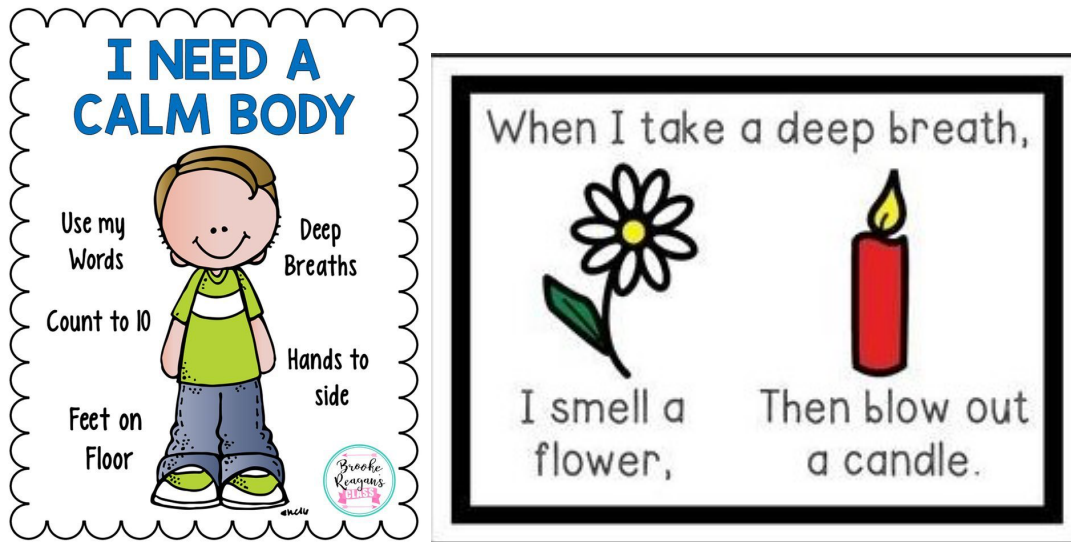
Dependent on responses—teacher will reevaluate how to answer/ support students.

Anything special to consider?

Student with dysgraphia:

Most learning disabilities, including dysgraphia, make students more susceptible to attributing anxiety disorders (Tafti & Abdolrahmani, 2014). These anxiety disorders can be portrayed as various behaviors within the classroom. Behaviors exhibited by the student with dysgraphia always exhibit an underlying

function and have a pattern, despite this pattern being difficult to determine (Hutchinson & Specht, 2020). This student can get frustrated and overwhelmed quite quickly and will shut down if there is no intervention, support, or plan in place to assist him. Student is given choice in ownership over different modalities or ways of communicating his connection to the totem animal. Student knows calm down strategies and techniques for self-regulation such as butterfly breathing, belly breaths, going for a break or having a reset.
 Example of visual provided for student pasted below



This student can be easily re-directed when he begins getting frustrated if you provide him with lots of choice and support. Accommodations are made for this student in order to ensure success.

Other strategies put in place for this student include

- Corrective feedback associated with praise (Downing, 2005)
- Clear goals in mind (Downing, 2005)
- Interactive and fun materials unique to students’ interests (Downing, 2005)
- Modeled exemplars for writing, including anchor charts (Downing, 2005)
- Check ins for comprehension (Downing, 2005)
- ‘I do, We do, You do’ approach

Lesson Development:

<p>Connect: <i>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.</i></p> <p>Process: <i>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</i></p> <p>Transform: <i>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?</i></p> <p>Closure: <i>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.</i></p>	<p>Pacing</p>
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<u>Teacher will</u>	<u>Students will</u>	
Teacher will use a classroom attention grabber to catch student's attention.	Students will turn their attention to teacher.	
Teacher will ask students to clean up their desks and show active listening skills for read aloud.	Students will clean up their desks.	
Teacher will announce today we are going to be reading a very special book that talks about totem animals in Indigenous culture. Teacher will ask students to come to carpet.	Students will listen to teacher and move to carpet when asked.	5 min
Teacher will summarize and read authors note for more context.		
Teacher will ask if any students know their totem or clan and if they are willing to share (Teacher will share she is part of the wolf clan under her father)	Students who raise their hands will share.	
Teacher will allow space for students to ask questions.	Students will ask questions if they have any.	5 min
Teacher will also read and explain the dedication.	Students will listen to teacher.	2 min
Teacher will read the story- but show pictures after page has been read.	Students will listen to story.	
Teacher will write list of totem animals and their meanings from the book on the board. (Visual picture of each animal will also be placed on the whiteboard)	Students will turn their attention to the white board.	3 min
Teacher will allow other totem animals if students are of a clan not mentioned.		
Teacher will explain students will be communicating in their journals about the animal they connect with - or see themselves as (characteristics they share). All students will be asked to write during journal time, student with dysgraphia knows a one-on-one conversation is to be followed after classroom instructions are given. He will then be provided the choices for how he wants to communicate his connection to the story (choices listed in planning for diversity section)	Students will listen to teacher instructions. Students will ask questions.	15 min

<p>Teacher will write the prompt “Sometimes I feel like a _____” and ask students to elaborate WHY. All students know they are allowed to ask for a whiteboard to have the prompt closer to them if they need more support visually.</p> <p>Teacher will then ask students to draw a picture of themselves as the totem animal (or a picture of their totem animal) to support their writing.</p> <p>Teacher will allow for students to ask questions.</p> <p>Teacher will ask students to take out their journals and pencils to begin writing. Teacher will now approach student with dysgraphia, kneel and provide him with choices to complete the task. Once student has chosen the modality he wishes to communicate with, the teacher will provide further check-ins throughout instruction time for additional support.</p> <p>Those willing to share can do so with the class. This allows all students to communicate their connection verbally so the student with dysgraphia can contribute to the conversation and participate like the rest of his peers.</p> <p>Early finishers can do a write the room with their totem animal word.</p> <p>Teacher will call students back in and remind students to hold their totem animal near their hearts because it is a very important part of who you are.</p> <p>Teacher will ask students to push in chairs quietly, and wash hands for snack.</p>	<p>Students will take out their journals and begin working.</p> <p>Early finishers can work on a write the room.</p> <p>Students will turn their attention back to teacher for closing.</p> <p>Students will push in their chairs, and wash hands for snack.</p>	
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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?*

Hypothetical Outcome:

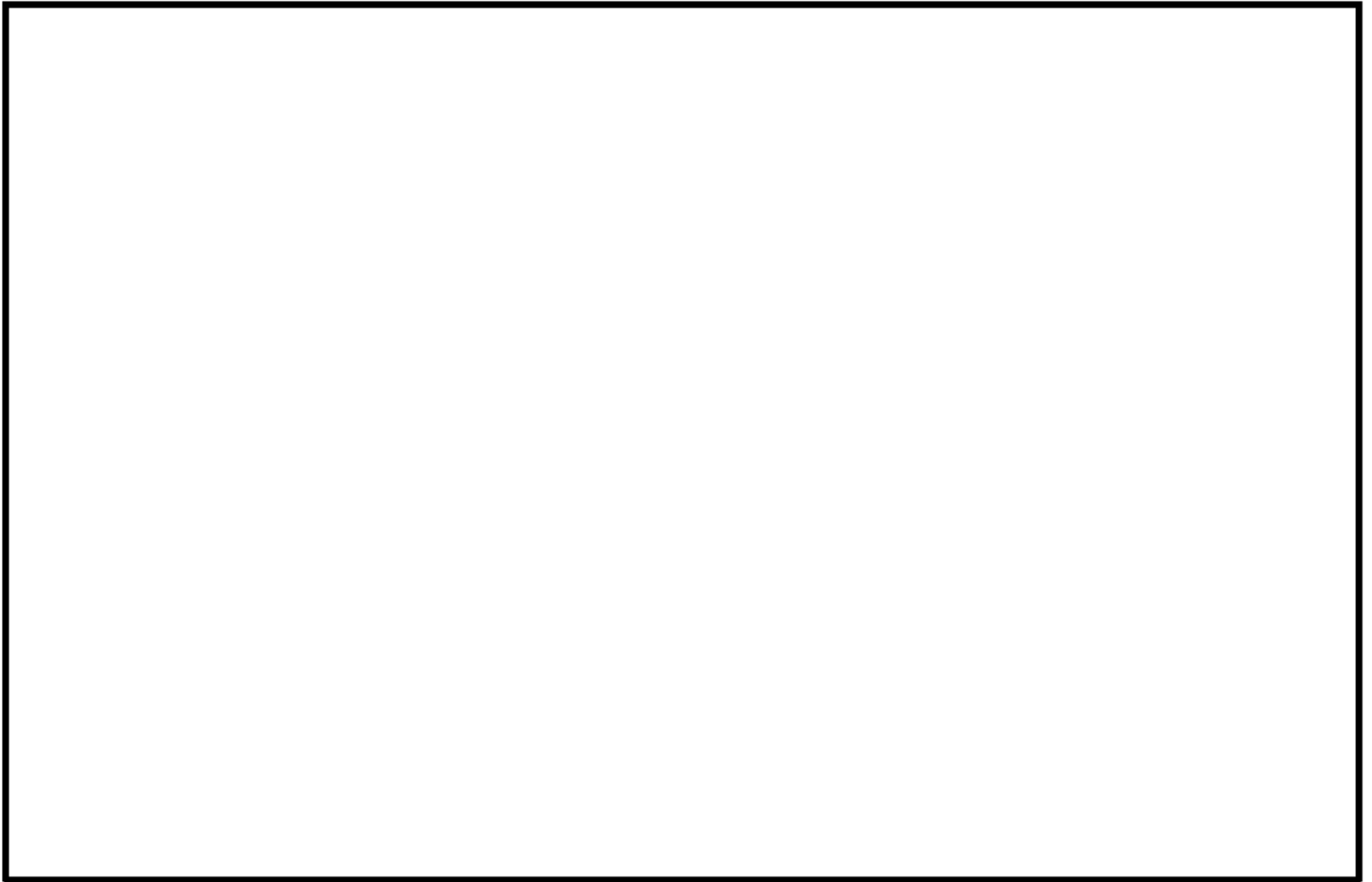
Student with dysgraphia chose to use his I-pad as a form of communication. The totem animal he chose to make a meaningful connection with was a bear. He supported his connection with a beautiful artistic drawing of himself as a bear. The student thoroughly enjoyed sharing his connection with the rest of the class and does a really good job public speaking. The student did get frustrated when the I-pad was not hearing his pronunciation correctly and was giving him the wrong words. The teacher helped him reset with deep breathing and helped him with the I-pad. When the student encountered another challenge with the I-pad, he

knew to ask his desk buddy for support. The student was able to successfully complete the assignment and was proud of his accomplishments and contributions.

References

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Name



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

Rationale: *Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

Curricular Connections:

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. **Big ideas** capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND. **Curricular competencies** are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The **learning standards for content or concepts** are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.

Learning Intentions: *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

Prerequisite Concepts and Skills: *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

Materials and Resources /References *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g. read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

Differentiated Instruction (DI): (accommodations): *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

Assessment and Evaluation: *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

Organizational/Management Strategies: *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

Aboriginal Connections / First Peoples Principles of Learning: *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

Lesson Activities/Structure:

Connect: *How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

Process: *What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

Transform: *How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

Closure: How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”

Reflections: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else?