

## Bachelor of Education (Elementary)

### Mini-Lesson Plan

Lesson Title: Active Listening Skill- Diverstiy      Lesson# 1      Date: October 29<sup>th</sup>, 2021  
    English  
    Language  
 Name: Mikaila Kerr      Subject: Arts      Grade(s): 6

#### Rationale:

This lesson is important/relevant because it gets students to expand on what they already know about the term diversity, or students get to become familiar with the term diversity if this word is new to them. This lesson is about being true to themselves as well as to stand up for their classmates if they see bullying, privileges, and discrimination occur in the classroom. This lesson is created to help the students understand that everyone is different in their own ways, and that its okay to be different. Students will be presenting a project that they created at the end of the class capitalizing on what makes them different, and something that they learned from the reading. Activitating the students' schema.

Core Competencies: \*Cut and paste competency + facet from the curriculum document\*

For Christie – Please include *brief* explanations of your thinking around HOW this lesson plan meets the the core competencies and facets you list below

Communication	Thinking	Personal & Social
Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. Students can/will be able to make connections when it comes to sustaining/ building relationships at home, at school, and in the community.	Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. Students are aware of their audiences and develop mature solutions to situations that occur/ arise.	Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress and understand their emotions. Understanding how to regulate their own actions and reactions. Students become aware that their actions can hurt themselves and other people.

Big Ideas (Understand) \*Cut and paste from curriculum document\*

Exploring and sharing multiple perspectives extends our thinking.

Learning Standards \*Cut and paste standards from the curriculum documents\*

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>CC5- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. Students will be able to take what the learned from texts and display their learning creatively, and to think more critically if it is something that they can relate to (ex. Girl likeing sports, or the colour blue etc.). Or to be</li> </ul>	<ul style="list-style-type: none"> <li>Story/text- Students should be able to know who the characters in the storybook are. As well as being able to know what the problem in the story is.</li> <li>Strategies and processes- reading strategies. Students should be able to use prior knowledge to predict what the storybook is going to be about. Also the</li> </ul>

<p>able to share something they are comfortable with.</p> <ul style="list-style-type: none"> <li>• CC6- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives. Students will become more aware of themselves and their classmates once they understand how much meaning is compacted in the word diversity.</li> </ul>	<p>having the ability to re-tell a story using their own words.</p> <ul style="list-style-type: none"> <li>• Students should know print awareness, letter knowledge, phonemic and phonetic awareness.</li> </ul>
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#### Instructional Objectives & Assessment:

Instructional Objectives (Students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• Develop a better understanding of what the term diversity means.</li> <li>• Develop a better understanding in knowing that everyone is unique and different in their own ways.</li> <li>• Listen quietly when reading the book “You be You!”</li> <li>• To reflect and learn something new about their classmates, about themselves, and about new terminology that embedded in the term diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on their ability to complete their worksheet (needing to be handed in by the end of class or the next day) Students will be graded on their ability to answer all the terms correctly. Students will also be graded on their ability to use all the appropriate terms when answering the word problems and being able to explain why? No rubric. Students will be graded on the completion of the worksheet. Specifically on their ability to write down the correct definition.</li> <li>• Students will be assessed on their ability to explain or draw something that makes them unique and different from their peers. Students will also be assessed on what they learned about themselves /3.→ Grand total /35.</li> <li>• Ticket out the door→ Explaining something new they learned today. (complete/incomplete). Must finish before they leave class.</li> </ul>

#### Prerequisite Concepts and Skills:

<p>Students will assort themselves into groups or decide whether or not they want to work by themselves. Students need to be able to listen quietly to the story without disrupting their classmates. Students need to be able to write simple sentences. Students will be equipped with the appropriate materials (ie, a dictionary or iPads) so that they are set up for success when it comes to completing the worksheet.</p>
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## Indigenous Connections/ First Peoples Principles of Learning:

For Christie – Please include any and all Indigenous inspirations in your plan. If you choose to link to a FPPoL, it is not enough to simply cut and paste the principle – You must explain yourself!

When thinking about FPPoL I believe that this lesson strongly connects to how learning is embedded in memory, history, and story. When it comes to the students understanding what the term diversity means, I believe that information can be retained by listening to a story. Stories can also be passed down through history, which allows for the information to be stored in their own memory. This lesson capitalizes on how information can be retained through stories.

## Universal Design for Learning (UDL):

This assignment is flexible. Students will be able to hand in their assignments that day or the next day depending on how productive they were in class. Students will be read to. By reading the story to the students, they will be able to listen to the meaning of the terms before having to define them, this gives the students a better understanding of what each definition means. This worksheet is challenging yet easily achievable if students try. Students are able to explain themselves through writing or illustration of their choice.

## Differentiate Instruction (DI):

Students will be given the choice to work individually or in partners to complete this work sheet. Students get choice when working on the worksheet. Depending on my students differentiated learning, I will become accustomed to each of my students needs and wants. Once getting to know my students, I will adapt my lessons and worksheets to my students' needs which allows for the most success and learning to occur. Example, if I have an ESL student in my class, I will walk over to that student and give the student a quick brief explanation of what it is I am expecting out of the student (getting them to only answer only 20/25 terms). Depending on the severity of the language barrier I would make the decision on whether or not I send them to go to the ESL room so that they can get the proper help they need to complete the worksheet. Using the resources in the school to everyone's benefit.

## Materials and Resources

- Pencil and eraser
- Book - "You be You- The kids guide to gender, sexuality, and family"
- Diversity worksheets (26)
- Dictionary (26)
- If possible- bring in the schools the iPads (26) into the classroom.
- Markers, pencil crayons

## Lesson Activities:

Teacher Activities	Student Activities	Time
<b>Introduction (anticipatory set – "HOOK"):</b> - Write: Weyt-kp on the whiteboard- Then saying "Hello class." Introducing Secwepmc language, explaining to class that this word means hello. Explaining that this word means hello to a group of people, where Weyt-k means hello to one person. - Students will listen, watch, and participate in a just dance video from youtube, firework-	- The students will participate in a game of head and shoulders, knees, and toes. Not touching or disrupting other classmates.	5-7 min

<p>Katy Perry. This game will get the students to pay attention to directions, preparing students to actively listen. This also stimulates the brain by getting the body moving.</p> <p>-Schema activation: Showing the students the book cover- Asking them what they think this book is going to be about based on the cover. Asking them why they think that? Questioning their reasoning.</p>	<p>-Students will participate to Katy Perrys just dance video.</p> <p>-Students will remain in their assigned desks/seats when asking students questions about the book.</p>	<p>4 mins</p> <p>3-5 min</p>
<p><b>Body: Introduce the book “You be You” by Johnathan Branfman.</b></p> <p>-Prior to reading → Tell the students that they need to sit quietly, need to keep their hands to themselves, and to not distract their classmates so that everyone can enjoy the book.</p> <p>-Give instruction of whats expected from the students: Explain that there is going to be a list of “new” vocabulary words, and that its going to be their task to complete the worksheet by using a dictionary to list the terms. Or to use an iPad if they prefer that.</p> <p>-Ask students to work with a partner next to them if they want, or in three’s if there is a person left out. Students can also work individually on the worksheet.</p> <p>-Ask students to complete both the word problems.</p> <p>-Ask students to pick one or the other on the last page.</p> <p>-Tell students that inorder to leave class today, that they must complete a ticket out the door task “Tell me something new that you learned today!”</p> <p>-Questions?</p> <p><b>Read the book “You be You!” The kid’s guide to gender, sexuality, and family. By Johnathan Branfman.</b></p> <p>-During the reading: Ask students to think about the reading and see if there is something in the book that they can realte to, or if there is an experience that they encountered that the book reminded them of.</p> <p>-“Is it true that only boys can like the colour blue? Why? What about the colour pink? Can only girls like the colour pink? Why?</p> <p>-Are girls allowed to have short hair? Why? etc.</p>	<p>- Sit quietly to instruction/ not disrupting other classmates.</p> <p>-Students are engaged in the directions and whats expected of them.</p> <p>-Students listen respectfully to instructon.</p> <p>-Students are listening quietly to instruction.</p> <p>-Students are asking questions when necessary. Questions are on topic and are appropriate.</p>	<p>5 min</p> <p>3-5 min</p> <p>3-5 min</p> <p>2 min</p> <p>3-5 mins</p> <p>7 min</p> <p>2 min</p>

<p>-If students are talking, stand close to those students who are talking when you are reading.</p> <p>-Call on students who have their hands up.</p> <p>-Finish the book.</p> <p><b>Writing and Illustration Time</b></p> <p>-Give direction of asking students that while they are out of their desks to grab themselves a iPad or Dictionary that they also need to grab themselves a worksheet.</p> <p>-Take time to go over the worksheet, what is expected from them. Reminding students to be respectful of the topic.</p> <p>-Teacher stands at the front of the class and assigns the students their iPads.</p> <p>-Teacher also takes note of who took the dictionary if it was their choice.</p> <p>-Teacher walks around the classroom, going to students who are needing help or who wants to ask a question.</p>		5-7 min
	-Students are flipping through the worksheet browsing and reading what it is that's expected from them.	15 min
	-Students get out of their seats to get themselves the materials they are needing to complete the worksheet.	3-5 min
	-Students work on worksheet (In pairs, individually, or in a group of three if there is an odd number of students).	10-15 mins
<p><b>Closure:</b></p> <p>-Teacher asks students to return their iPads and dictionary. Keeping note of the materials to make sure that everything has been returned.</p> <p>-Teacher makes sure that all the students submitted/handed in their ticket out the door → Something new that they learned today.</p>	<p>-Students will get out of their seats and return what it is that they took (either an iPad or a dictionary).</p> <p>-Students will complete their ticket out the door assignment before they can leave.</p>	<p>2 min</p> <p>2 min</p>

#### Organizational Strategies:

<ul style="list-style-type: none"> <li>- Students will participate in a just dance activity → Firework by Katy Perry.</li> <li>- Students will actively listening to instruction and to the book “You be You.”</li> <li>- Students will be given the chance of choice when it comes to picking an iPad or a dictionary. As well as choice when it comes to finishing the worksheet.</li> <li>- Students will be asked to get out of their seats to pick either an iPad or a dictionary; and to grab themselves a worksheet while they are up stretching/moving around the classroom.</li> <li>- Students will hopefully finish the worksheet by the end of class. Students will be given more class time the next day, but will be asked to try and complete it for homework if not finished.</li> <li>- Students must COMPLETE the “ticket out the door” assignment before they can leave.</li> </ul>
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#### Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> <li>- Teacher will walk around the class giving praise to those students who are working hard on their assignments.</li> <li>- Teacher will read with enthusiasm, drawing all the students attention when reading the book.</li> <li>- Teacher will acknowledge those students who are having trouble concentrating. Guiding/helping those student to gain focus and to become on task. Privately pulling a student to a quiet space to ask the student if there is something going on. Hopefully knowing your students by then (but to understand why a certain student cant keep focused, or control their behaviours/emtions).</li> </ul>
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- Explain how they are being disruptive to their classmates. Perfect time to point out the students who are focused and on task, and that this is the kind of behaviour you hope to see from them.

Extensions:

- This assignment is kind of challenging to do a direct extension based on the topic. But in terms of extensions, I would ask the students to silent read at their desks once the have completed the worksheet.
- If students don't want to silent read, I would then ask the students to complete/finish any other assignments/homework that they have from other classes. If students are done that too, I would ask students to draw quietly or to help their classmates complete their assignments. Nothing beats collaboration 😊.

Reflections (if necessary, continue on separate sheet):