Overview of Lessons:

(These are abridged lesson plans and do not need to be at the fine-grained level of lesson planning you have been doing so far. All the big points about each lesson should be here. Here is where you start to think more deeply about alignment and flow in your lessons, or “mapping”)

Lesson 1

|  |  |
| --- | --- |
| Lesson Name & Time (Minutes Allotted): | Acts of kindness bingo- 40 mins |
| Learning Standards: Curricular Competencies | Express feelings, ideas, and experiences in creative ways  [Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build shared understanding |
| Learning Standards: Content | personal and collective responsibility associated with creating, experiencing, or [sharing](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;) in a safe learning environment |
| Instructional Objectives (SWBAT…): | Recognize their actions have consequences  Know the meaning of acts of kindness  Recognize they can make someone’s day better by acts of kindness  Demonstrate acts of kindness |
| Assessment: | Throughout the week they will cross of boxes when acts of kindness have been completed. At the end of the week, they will hand in their bingo sheet |
| Teaching Strategies: | Book to introduce topic  Connections and prior knowledge of kindness  Encourage participation about topic |
| Materials: | <https://www.youtube.com/watch?v=et4KluESo0o&ab_channel=LoonLake>  kindness Is cooler Mrs. ruler book or video book  Act of kindness bingo sheet |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Sit on carpet in a circle  Book predictions: title of book and book cover make predictions about what the book will be about. Ask questions regarding kindness: what does it mean to be kind? And then ask this question again after the book is finished.  Read the story book. After the book is finished, ask the class after the story, what does it mean to be kind? Have their thoughts changed, or do they think they were correct? |
| Body: | Introduce our topic of the week which is classroom community and share how we will be working on activities all week to be kind and create a classroom community  We will start with our own acts of kindness like Mrs. ruler. Every student will get a acts of kindness bingo sheet and their goal is to cross off as many boxes as they can this week.  After discussion about sheet, students will then have 10 minutes to compete 2 acts of kindness on their bingo sheet that they can complete within the classroom. |
| Closure: | Students will work on this bingo sheet all week and will conclude the activity on the last day. |

Lesson 2

|  |  |
| --- | --- |
| Lesson Name & Time (Minutes Allotted): | Hello World Wall- 40 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding  Use personal experience and knowledge to connect to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) and make meaning  [Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build shared understanding |
| Learning Standards: Content | Language Arts:  Text features  Oral language strategies |
| Instructional Objectives (SWBAT…): | Understand the meaning of diversity  Understand the meaning of community  Recognize the diversity in our classroom  Recognize the community in our classroom  Acknowledge that different doesn’t mean bad |
| Assessment: | Observation assessment: as students help create our rough draft of the word wall assessment will be done by observation and participation |
| Teaching Strategies: | Video to introduce diversity into the classroom  Each student will be encouraged to share the language they speak |
| Materials: | <https://www.youtube.com/watch?v=KJ1ygFknjYo&ab_channel=LittleSikhs>  large anchor chart paper  After activity create and laminate words for word wall |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Ask how many students speak a different language to raise their hands  Ask how many students speak more than 2 different languages to raise their hands  This will create visual for students to see how diverse our class is. |
| Body: | Watch this video about diversity: <https://www.youtube.com/watch?v=KJ1ygFknjYo&ab_channel=LittleSikhs>  After video, ask students to share 1 thing the video talked about, and we will discuss those ideas.  As we already touched on how many students speak a different language, I will ask again to show of hands as this will bring a new perspective on diversity.  I will ask students what language they speak and create a list of all the languages and if they know how to say “hello” in their language.  We will also discuss the indigenous native language on the land we are on and add that to our word wall.  Once our anchor chart is created, I will go ahead and make the final copy of the words and create a word wall of the world “hello” with all the languages the students speak. |
| Closure: | Once we complete the anchor chart, we will go through each word and one by one pronounce all the ways to say hello in the different languages we speak. We will also do this again once we have created the final word wall on our classroom wall.  We will also have end discussion and ask the students why is it important to share the diversity in our classroom? |

Lesson 3

|  |  |
| --- | --- |
| Lesson Name & Time (Minutes Allotted): | Kind Words Poster- 40 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding  Explain the role that [story](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) plays in personal, family, and community identity  Use personal experience and knowledge to connect to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) and make meaning |
| Learning Standards: Content | Language Arts:  Strategies and processes: reading strategies |
| Instructional Objectives (SWBAT…): | To predict what happens in the story  Predict/Create their own ending to the story  Explain what it means to be a good friend  Know how to be a good friend  Know what kind words are and what are unkind words |
| Assessment: | Participation  Observation  Sharing their thoughts  Being kind to one another’s thoughts  Exit ticket |
| Teaching Strategies: | Enthusiasm while reading and pausing to ask questions regarding the story  Encourage students to each share a word or phrase or kindness |
| Materials: | Book or video book: <https://www.youtube.com/watch?v=i3G81OF828s&ab_channel=StorytimeNow%21>  Poster board |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Read: <https://www.youtube.com/watch?v=i3G81OF828s&ab_channel=StorytimeNow%21>  At 3:03 pause and ask the class what it looks like to be a good friend  Write down their suggestions on the board  Before the ending of the book, ask the class what they think will happen next. Allow them to create their own endings out loud. |
| Body: | After reading the book, we will have a group discussion.  I will ask the students what they think about the bully goat.  I will introduce our class activity which is a poster board of kind words/phrases  I will ask the students to suggest some kind phrases we can use in our classroom, and we will create a poster of those words and phrases.  We will also talk about unkind things that may hurt our friends in the classroom and what we can say instead. |
| Closure: | We will hang up our kindness poster in our classroom for all the students to refer to throughout the year. After the poster is completed, students will create an exit ticket and write down 3 ways to show kindness to others. |

Lesson 4

|  |  |
| --- | --- |
| Lesson Name & Time (Minutes Allotted): | The Kindness Tree- 35 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding  Use personal experience and knowledge to connect to [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) and make meaning  Show awareness of how [story in First Peoples cultures](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) connects people to family and community |
| Learning Standards: Content | Language Arts:  Story/text: text features |
| Instructional Objectives (SWBAT…): | Understand the circle of courage and where it came from  The elements of the circle of courage  Know how we can use the circle of courage in our classroom  Know How the circle of courage encourages kindness  Create a kindness tree  Write kind comments to others |
| Assessment: | Participation  Group discussion engagement  Kindness comments on leaves |
| Teaching Strategies: | Poster size of the circle of courage  Have discussion questions to lead the students |
| Materials: | Circle of courage poster  Kindness tree  Leaves of kindness |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Introduce circle of courage:  Hands up if you ever heard the word courage  Who can tell me what it means?  What are some examples of how we can show courage? |
| Body: | Show the circle of courage poster  Ask students what they notice about the circle of courage  Let them explore the circle of courage poster  Read the main headings on the poster and then read the descriptions and have a class discussion on what each heading means  After discussion ask students how the circle of courage can relate to our classroom. How the circle of courage can relate to classroom kindness  After class discussion introduce our kindness tree outside of our classroom. This kindness tree takes our kindness from our classroom into the community. Throughout the next few weeks students can grab a leaf from the desk and write a kind comment to anyone in the school. Everyone will return their leaf and we will staple it to our kindness tree. Our classroom goal is to fill up each brand on our kindness tree |
| Closure: | Each student will receive 1 leaf to start off with and they can write a kind comment to anyone in the classroom and give it to them and we will start creating our tree. |

Lesson 5

|  |  |
| --- | --- |
| Lesson Name & Time (Minutes Allotted): | About me Flag- 40 mins |
| Learning Standards: Curricular Competencies | Language Arts:  Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation  Arts:  Explore identity, place, culture, and belonging through arts experiences |
| Learning Standards: Content | Language Arts:  Text Features: how text and visuals are displayed  Language features, structures, and conventions: Legible Handwriting  Art:  visual arts: elements of design: line, shape, space, texture, colour, |
| Instructional Objectives (SWBAT…): | Write basic sentences about themselves  Draw a portrait of themselves  Be kind to one another  Understand kindness in the classroom  Create ac classroom community |
| Assessment: | How much of the kindness bingo sheet is completed?  Completed their about me flag  Drew a self-portrait that somewhat resembles them |
| Teaching Strategies: | Review kindness bingo to complete our kindness week and tie it into our classroom community |
| Materials: | Kindness bingo sheets  About me flags  String  Stapler |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Take the kindness bingo sheet from the beginning of the week and let’s see what everyone has done.  Ask students what their favorite kindness activity was  Ask students what was the hardest one to complete  Ask students which ones they couldn’t complete  “Who would like to share one of their kindness experiences- is there anything on your sheets that was hard to do?” |
| Body: | Now that we’ve have learnt about what it means to me kind and how we can be kind we are going to create our community banner about you, so each one of you are presented in our classroom in our own unique ways.  Each student will receive an about me flag, this flag has sections where students write about themselves such as their birthday, favorite subject, food, and hobby. Below they will draw and color a self-portrait of themselves. Once completed we will hang string from one side of the room to the next and hang our flags on the string. This will show each student in our classroom and some fun information about them. |
| Closure: | Once completed we will hang string from one side of the room to the next and hang our flags on the string. This will show each student in our classroom and some fun information about them. This will allow us to end our kindness/ community week with a beautiful banner that represents each of our students. |

