

Candidate's name: Thu Trang Nguyen

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| Grade/Class/Subject: | Kindergarten/Arts | School: | Suwilaawks Community School |
| Date: | Tuesday, November 19, 2024 | Allotted Time: | 60 minutes |
| Topic/Title: | My community places | | |

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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 lesson aligns with the Social Studies theme “We are a community.” Students will explore different community places and their roles by creating miniature buildings using brown paper bags and construction paper. Through this activity, students will practice their fine motor skills (such as cutting), express their creativity (by choosing colors and adding details to their places), engage collaboratively to contribute to the class’s community model. While making community places, students can also connect the places to the community helpers working there, deepening their understanding of the concept of “Community.”

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

| 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. |
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| <input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility | <p>Communication: While the teacher instructs how to create a community building using a brown paper bag and a coloring page, students will practice their listening skill. They will be able to showcase their understanding of the topic “We are a community” to the teacher and their friends. They will also develop their collaboration skills as they contribute to the class’s discussion and understand that their buildings are part of a community.</p> <ul style="list-style-type: none"> Communicating: In familiar settings, I communicate with peers and adults (Profile 2). Collaborating: In familiar situations, I cooperate with others for specific purposes (Profile 2). <p>Thinking: Students will practice their critical and reflective thinking skills as they identify important community places and link that to community helpers working there. Students’ creative thinking will also be enhanced as they are encouraged to add details to their buildings using construction paper.</p> <ul style="list-style-type: none"> Critical Thinking and Reflective Thinking: I can use evidence to make simple judgements (Profile 2). Creative Thinking: I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials (Profile 2). |

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| | <p>Personal and Social: Students will practice being respectful and grateful as they learn about the importance of community places and community helpers. They will learn about being responsible and take ownership of their choices of community places and their details. This lesson will strengthen their dream jobs, fostering a sense of belonging and a desire to contribute to their community. They will develop their understanding of working, playing cooperatively, and asking for help if needed. Also, they will work on their fine motor skills, develop their creativity, and learn how to stay on tasks, and solve any problems that they might encounter during the activity.</p> <ul style="list-style-type: none"> • Personal Awareness and Responsibility: I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being (Profile 2). • Social Awareness and Responsibility: In familiar settings, I can interact with others and my surroundings respectfully (Profile 2). |
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

| FPPL to be included in this lesson <i>(check all that apply):</i> | <i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i> |
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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | <ul style="list-style-type: none"> • This lesson uses a holistic approach by incorporating colors, colorful paper, and pictures when teaching students how to make community places. • This lesson helps students reflect on the interconnectedness of people and places in their community by creating art that represents community places. • This allows students to engage experientially by using hands-on materials and connecting their learning to real-life contexts. It reflects the experiential learning aspect of Indigenous ways of knowing. • Students will learn about the roles and responsibilities of individuals in a community, such as how community helpers impact others and the shared responsibility to care for the community. This reminds them of the consequences of their actions. Additionally, students will understand their roles as ones who |

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| | <p>pass down knowledge to the next generations and contribute their best to their community.</p> <ul style="list-style-type: none"> • Through class discussion and showing their final work to the teacher, students will practice their communication and collaboration skills, contributing to their holistic development. • Creating community places allows them to reflect on their identity as members of a shared space, fostering a sense of belonging and purpose. • The teacher understands that some students might need more time and support (pre-cut details) to build their own community buildings. |
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4. 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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| <i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i> |
| <ul style="list-style-type: none"> • People create art to express who they are as individuals and community. • People connect to others and share ideas through the arts. <p>Through this lesson, students are expected to review different community places and their roles by creating miniature buildings using brown paper bags and construction paper. Students will develop their fine motor skills, creativity (by choosing colors and adding details to their places), engagement and collaboration to the class’s community model. They can show their own ideas and preferences and present them to their class, fostering their identity development. Also, they will learn to listen, share, and make connections with their friends, fostering their understanding of the concept of “Community.”</p> |

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| Curricular Competencies: <i>What are students expected to do?</i> | Content: <i>What are students expected to learn?</i> |
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| <p><i>Students are expected to be able to do the following:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Interpret how symbols are used through the arts • Express feelings, ideas, stories, observations, and experiences through the arts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements in the arts, including but not limited to: <ul style="list-style-type: none"> ✓ visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition • processes, materials, movements, technologies, tools and techniques to support arts activities • personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment |
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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*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 **observations**, 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 Assessment

- Observe students' participation and performance during the class discussion, teacher's demonstration and working on their own community buildings. Assessment is based on the following criteria: their understanding of community places, their fine motor skills, creativity, and collaboration.
- Community buildings/places colored in different colors with labels and extra details show that students have a good understanding of their community places and can be creative.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

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.

- At the beginning of the lesson, a community map will be presented to students to help recall their understanding of different places in a community. The teacher can prepare pictures of community places to help students visualize places' details, supporting their creativity and demonstration.

- This lesson is designed based on the Social Studies topic “We are a community.” As students work on their community building, the teacher can discuss with students to recall their knowledge about the importance of places to the community as well as community helpers working there.
- Classroom management: Using the chime or Give Me Five technique to gather their attention. Giving positive reinforcement to students who show expected behaviors to redirect the class.
- Extra work for advanced students: Challenge them to create other buildings or add more details to their designs. Make models of trees or roads signs.
- Students that need support (FR, TJ, and AR): Provide templates or pre-cut materials to help them visualize and complete their building. They will also be reminded to focus on tasks if they are distracted.
- Motivation: Encourage students to show their best work as their designs will be presented to their parents during the parent-teacher meetings this week.

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.*

- Brown paper bags (1 per student)
- Community place coloring pages (school, park, bank, store, etc.)
- Crayons, markers, or colored pencils
- Glue sticks
- Construction paper
- Scissors
- Pre-cut items (windows, doors, trees, etc.) for safety or students who need support
- Place labels and additional decorations (roads, trees, cars, etc.)
- A mini model of a tree, a traffic light or road signs. Students who finish their work early can look at the model and make their own models.

8. LESSON OUTLINE

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
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| <p>OPENING: <i>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</i></p> | <p>Introduction to Community Places</p> <ul style="list-style-type: none"> • Gather students on the carpet and start a discussion on the types of places we can see in our community, such as schools, grocery stores, fire stations, libraries, parks and so on. A community map and pictures of different places can be presented to help students recall their understanding of the topic. • Ask students to think of a favorite place they visit with their family or a place they'd like to include in their community. • Inform students that they will create community places using brown paper bags and use them to present a community model together. | <p>5 minutes</p> |

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| <p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>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</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> | <p>Demonstrate building a community place (10 minutes)</p> <ul style="list-style-type: none"> • Show the brown paper bag and explain that it will become a "building" in our community. • Demonstrate how to color a community place coloring page (for example, a house), cut it, and glue cut-out shapes onto the bag to make it look like a specific building. • While doing that, explaining to students some specific details that they can see in that place. For instance, a house can have windows, doors, a garden, and a fence around the house. • Use a piece of construction paper to make a fence and ask one student to help glue it around the paper bag, representing the fence of the house. • Cut the place's label (house) and glue it on the top of a bag. Explain that the label helps our visitors know the name of the building/place. <p>Creating Community Buildings (30 minutes)</p> <ul style="list-style-type: none"> • Give each student a brown paper bag and the supplies (crayons, scissors, glue, construction paper) that they need. • Encourage them to decide which community place they want to make and help them identify the features they should add (e.g., a red cross for a hospital, books for a library, etc.). • Students color and decorate their bags with at least five different colors. They will cut and add building names. • Students are encouraged to be creative by using construction paper pieces to create extra details to their places and glue them onto the bags. • Remind the students to show their best work because their work will be presented to their parents in the parent-teacher meetings tomorrow. • If students need help with cutting, the teacher or EA can provide support with that. Demonstrate how to hold scissors and cut paper. • Extra pre-cut details like windows, doors, trees, etc. can be provided. • Teacher: circulate the classroom to offer guidance and support. Give encouragement to students. Discuss the community places and related community helpers with students to help them recall their understanding of the topic "We are a community". | <p>50 minutes</p> |
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| | <p>Extension</p> <ul style="list-style-type: none"> • If students finish their community places early, I will challenge them to create other buildings or add more details to their designs. • Another extension is to make a model of a tree and a traffic sign. Encourage them to create models of trees or street signs using construction paper to add to the class’s community model at the end of the lesson. <p>Building our community (10 minutes)</p> <ul style="list-style-type: none"> • Once students finish their buildings, arrange all the bags together to form a community model on a table. • Use black construction paper to represent roads. Put up trees and road signs. • Encourage students to share what their building represents and explain why it’s important to the community. | |
| <p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements)</i> | <ul style="list-style-type: none"> • Gather students on the carpet to review the community buildings/places that they have built to create a community together. • Discuss how each place helps the people who live in the community. Reinforce the idea that all these places come together to make a community. • Provide verbal feedback highlighting their effort, creativity, and understanding. Highlight their collaboration and contribution to the class’s community model. • Introduce the next lesson about the topic Emotions that students will learn through the movie <i>Inside Out</i>. | 5 minutes |

9. REFLECTION *(anticipate if possible)*

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| <ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i> |
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- **What went well in the lesson**

- ✓ My demonstration using a brown paper bag and construction paper to make a house as an example of community places went well. Students enjoyed watching it and felt excited to start making their own buildings.
- ✓ Students were engaged in choosing their own buildings, coloring, and cutting paper to add to their brown bags.
- ✓ The transitions between activities were maintained properly. The students followed my instructions.
- ✓ I checked with each group to provide encouragement, support, and make sure that they were on task. I guided TJ and GR to come back to their task as they were distracted.
- ✓ I provided scaffoldings to some students (MO, SK, and KE) to help them create their own details for their buildings. I also gave positive reinforcement to the whole class.
- ✓ My adaptations, pre-cut items, helped the students, especially the one with a learning disability FR. I encouraged AL to make his coloring better, improving his patience and motor skills. RE was challenged to add her own extra detail. EZ was guided to focus on his building as he tended to be distracted by his friends.
- ✓ I discussed with the students how they would like to build their places, like what details they noticed about the places, what colors they could use. This helped the students design their buildings with confidence.

- **What would you revise if you taught the lesson again**

- ✓ I would ask an EA to support the student with a learning disability FR. This would allow the student to have 1-1 support, and I could help other students.
- ✓ I would be flexible and practice how to wrap up my lesson, for instance, giving students time to clean up after the activity.
- ✓ I would demonstrate how to color and make sure that my coloring stays inside the lines. I think it could help students to practice being patient and develop their motor skills.

- **How do the lesson and learners inform you about necessary next steps?**

- ✓ Students will learn better if teachers can add excitement and curiosity into their lesson. I blew the brown paper bag to make it look like a building, and students found it funny and excited to learn how to do it.
- ✓ Arts lessons requires teachers to be well prepared.
- ✓ I would create more activities for students to master their motor skills like coloring, cutting, and using glue sticks.

- **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?**

- ✓ I provided adaptations and scaffoldings to students since I value their success in education.
- ✓ I encouraged the participation of all the students in the class, showing an inclusive classroom.
- ✓ I discussed with my coaching teacher how to deliver and improve my lesson, showing my intention to keep learning and attempts to enrich my teaching practice.
- ✓ Students' names in this lesson plan were kept as initials to ensure confidentiality.

- **If this lesson is being observed, do you have a specific observation focus in mind**

- ✓ I will provide a good demonstration (I DO), invite students' participation in class discussion (WE DO), and provide clear instructions for students when they work by themselves (YOU DO).

- ✓ I will focus on providing adaptations and scaffoldings to students that need it.
- ✓ I will instruct students to learn how to collaborate with each other as it is a class project.

Pictures of my students' work



