** LESSON PLAN (2025)**

**Candidate’s name:** Thu Trang Nguyen

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| Grade/Class/Subject: | Kindergarten/Second Language (Sm'algyax) | School: | Uplands Elementary School |
| Date: | Tuesday, February 25, 2025 | Allotted Time: | 30 minutes |
| Topic/Title: | Counting from 1 to 10 in Sm'algyax | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](about:blank)

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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 lesson is to introduce kindergarten students to counting from 1 to 10 in Sm’algyax, the language of the Ts’msyen people since we acknowledge that we live, learn, and work on the traditional unceded and traditional territories of the Ts’msyen, Haisla, Gitxsan and Nisga’a nations. Through interactive and engaging activities, students will develop basic number recognition and pronunciation in Sm’algyax. Students are encouraged to learn and number words (1 – 10) in Sm’algyax while honoring and respecting the Ts’msyen language and traditions. |

1. **CORE COMPETENCIES**

**Key resources:** [https://curriculum.gov.bc.ca/competencies](about:blank)

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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.* |
| 🗹 COMMUNICATION – Communicating  🗹 COMMUNICATION – Collaborating  🗹 THINKING – Creative Thinking  🗹 THINKING – Critical Thinking  🗹 THINKING – Reflective Thinking  🗹 PERSONAL AND SOCIAL – Personal Awareness and Responsibility  🗹 PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  🗹 PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication**:   * ***Communicating***   *Profile 2: In familiar settings, I communicate with peers and adults.*   * ***Collaborating***   *Profile 2: In familiar situations, I cooperate with others for specific purposes.*  This lesson helps students to listen and respond as they practice counting in Sm’algyax through songs, games, and repetition. They will work together in group activities, such as counting objects, singing the song or playing interactive counting games. They learn to take turns and support one another in remembering and pronouncing numbers.  **Thinking**:   * ***Critical Thinking and Reflective Thinking***   *Profile 2: I can use evidence to make simple judgments.*   * ***Creative Thinking***   *Profile 2: 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.*  Students can remember numbers 1-10 in Sm'algyax by singing the counting song. Students can remember the patterns in the counting song. They can self-correct pronunciation by listening to peers, the teacher, or a video, adjusting their speech based on what they hear. They count objects accurately, using their knowledge of one-to-one correspondence to decide if their answer is correct.  Students will engage in play-based learning, such as making up gestures, clapping hands, or tapping to represent numbers in Sm’algyax.  **Personal and Social**:   * ***Personal Awareness & Responsibility*** |
|  | *Profile 1: I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.*   * ***Positive Personal and Cultural Identity***   *Profile 2: I am aware of different aspects of myself. I can identify people, places, and things that are important to me.*   * ***Social Awareness and Responsibility***   *Profile 1: I can be aware of others and my surroundings.*  This lesson helps students experience joy and pride as they successfully count in Sm’algyax, developing their confidence in learning a new language.  Students will learn about with the significance of the Ts’msyen language, building cultural awareness. Also, they will develop a sense of belonging and respect for cultural diversity as well as Indigenous culture and language.  Through group activities, they learn about their responsibilities like taking turns, sharing materials, and supporting their classmates. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

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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?* |
| 🗹 Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  🗹 Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  🗹 Learning involves recognizing the consequences of one's actions.  🗹 Learning involves generational roles and responsibilities.  🗹 Learning recognizes the role of Indigenous knowledge.  🗹 Learning is embedded in memory, history, and story.  🗹 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. | * The lesson connects language, culture, and math, emphasizing a holistic approach to learning. Students will engage in hands-on activities like songs, counting objects, playing games, and using gestures to reinforce learning. * Through this lesson, students practice respect for Indigenous languages and traditions, honoring the culture and history of the Ts’msyen people. * Teachers can use a counting song to teach the numbers, highlighting the important role of oral traditional teachings in Ts’msyen culture. * This lesson uses group activities as students can collaborate and support each other in learning Sm’algyax. This reflects the interconnectedness in Indigenous perspectives. * This lesson can encourage Students to reflect on their own language and cultural backgrounds while learning about another language. Indigenous students can feel a stronger sense of identity and belonging as their language and culture are valued in the classroom. This leads to the exploration of identity. * Teachers and students understand that learning a new language is a journey, requiring time and effort to develop skills. |

1. **BIG IDEAS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (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?* |
| Students are expected to understand:  **English Language Arts**   * Language and [story](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) can be a source of creativity and joy. * [Stories](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) and other [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) help us learn about ourselves and our families. * Through listening and speaking, we connect with others and share our world. * Playing with language helps us discover how language works.   **Social Studies**   * Our communities are diverse and made of individuals who have a lot in common.   **Mathematics**   * One-to-one correspondence and a sense of 5 and 10 are essential for [fluency](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) with numbers.   This lesson is to teach kindergarten students counting from 1 to 10 in Sm’algyax. Students will recognize the numbers and associate them with corresponding objects. Students will engage in songs, movement, and hands-on activities to reinforce learning. Teaching counting to 10 in Sm’algyax weaves together language, culture, and numeracy, fostering a deeper connection to Indigenous perspectives, specifically Ts’msyen peoples, while building foundational skills in literacy, math, and social understanding. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| **English Language Arts**  ***Comprehend and connect (reading, listening, viewing)***   * Use sources of information and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) to make meaning * Use developmentally appropriate [reading, listening, and viewing strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) to make meaning * Explore [foundational concepts of print, oral, and visual texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) * [Engage actively as listeners, viewers, and readers](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core), as appropriate, to develop understanding of self, identity, and community   ***Create and communicate (writing, speaking, representing)***   * [Exchange ideas and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) to build shared understanding * Use language to identify, create, and share ideas, feelings, opinions, and preferences   **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) * [Explain the significance of personal or local events, objects, people, or places](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core) (significance) * [Acknowledge different perspectives on people, places, issues, or events in their lives](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core) (perspective)   **Math**  ***Understanding and solving***   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Engage in problem-solving experiences that are [connected](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures   ***Communicating and representing***   * [Communicate](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions   ***Connecting and reflecting***   * Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts | **English Language Arts**  *Strategies and processes*   * [oral language strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;)   *Language features, structures, and conventions*   * [concepts of print](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) * [letter knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) * [phonemic and phonological awareness](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) * the relationship between reading, writing, and oral language   **Social Studies**   * ways in which individuals and families differ and are the same * people, places, and events in the local community, and in local First Peoples communities   **Math**   * [number concepts](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) to 10 |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](about:blank) and[https://curriculum.gov.bc.ca/classroom-assessment](about:blank)

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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 Assessment**   * Student participation in class activities * Students’ ability to repeat numbers 1 - 10 in Sm’algyax * Students’ ability to recognize and match the numbers to objects |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](about:blank)

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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.* |
| * Classroom management: review rules for good listening. Remind students to take turns and raise hands if they want to share something. * The teacher needs to acknowledge that Sm’algyax is a living Indigenous language**,** showing respect for its importance to the Ts’msyen people. * Make the lesson fun and low-pressure. Encourage students’ participation rather than perfection. * For visual learners or learners with learning disabilities: use colorful number posters with Sm’algyax words. * For Auditory Learners: use a song to repeat numbers. * For advanced students: encourage students to help their friends when needed. |
| **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.* |
| * Number flashcards (1-10) with Sm’algyax words from the website https://www.smalgyaxword.ca/ * Visual aids: Number cards using the painting *Eagle Spirit* by Norman Tait. Retrieved from   <https://nativecanadianarts.com/gallery/eagle-spirit/>  'Eagle Spirit' by Norman Tait   * Small objects for counting (cubes or blocks) * Drum or clapping for rhythm-based counting * A counting song for numbers in Sm’algyax |

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* | * Gather students on the carpet. * Greet them in Sm'algyax: *Ama G̱anłaak* (Good morning) * Ask: Do you know how to count to 10 in English? * Introduce: Today we will learn how to count to 10 in Sm'algyax, the language of the Ts’msyen people. | 5 minutes |
| **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* | **Introducing Numbers 1 - 10 in Sm’algyax**   * Play the flash cards (1-10) with the recordings from the website https://www.smalgyaxword.ca/and say the number in Sm’algyax. * Encourage students to repeat after the recordings. Holding up fingers to reinforce the meaning. * Use a rhythmic approach (clapping hands) to say and repeat the numbers together. * Say each number slowly, then faster.   **English Sm’algyax**  **1 ḵ’üül**  **2 gup’l**  **3 k’wilii**  **4 txaapx**  **5 kstuuns**  **6 ḵ’ool**  **7 t’apxoolt**  **8 ’yikwdelt**  **9 kstamoos**  **10 kpiil**  **Counting Song**   * Teach the simple counting song in Sm’algyax using a familiar tune: *One Little, Two Little, Three Little Drums* in Sm’algyax. * Students repeat the song three times.   **Guided Practice - Hands-on Counting**   * **Counting with Objects**:   Give students cards with eagle paintings and have them count in Sm’algyax as they place their cards on the table.  **Challenge - Drum Beat Counting**   * Use a drum (or clapping hands/tapping the table). * Say a number in Sm’algyax and hit the drum that many times. * Have students listen and say which number they hear in Sm'algyax. * Switch roles—let students hit the drum while the class guesses the number in Sm'algyax. | 20 minutes |
| **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* | * Review: go through the numbers once more, using objects or fingers. * Ask students: Who can count to 10 in Sm’algyax? * Praise their effort in learning. * Encourage students to sing the counting song at home and tell their   grown-ups how to count 1 – 10 in Sm'algyax. | 5 minutes |

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?* |
| * **What went well in the lesson** * I explained to the students that we are living on the traditional unceded and traditional territories of the Ts’msyen, Haisla, Gitxsan and Nisga’a nations, helping them understand the importance of respecting Indigenous peoples and their languages and cultures in Canada. * The students were excited learning counting to 10 in Sm'algyax with the support from the website <https://www.smalgyaxword.ca/>. They were exposed to the recordings of a native speaker. * I used visual aids, number cards using the painting *Eagle Spirit*, which helped the students easily make number-word correspondences. This also allowed them to memorize the new words in an engaging way. * I adopted the idea of using the painting *Eagle Spirit* as counters from my coaching teacher to allow Indigenous arts to be woven into my lesson. * I used a bucket instead of a drum and asked the students to count the beats of the bucket, making counting practice more fun and enjoyable. * I gave chances of practice to all the students, especially the students who need more encouragement (NJ and A), trying to motivate them to practice. * I adapted the lesson as I realized that counting to 10 was not possible in the first lesson for kindergarten students. I encouraged the students to memorize counting to 5 instead. This helped them feel capable and motivated to do it. * I figured out that the song did not work for my lesson and quickly decided to practice counting with visual aids instead. This still allowed students to master counting words. * **What would you revise if you taught the lesson again** * I would hold some students to my classroom expectations because some did not participate in counting at times. * I would ask for help from the office for A if she really needed the bathroom at that time. * I should focus on counting to 5. I would allow more practice time for the class as I really want them to grasp these new words in Sm’algyax. * I would look for an easy song for kindergarteners to sing along. * **How do the lesson and learners inform you about necessary next steps?** * I will review how to count to 5 and extend it to 10 in the next lesson. * I will remind a few students that they need to participate in the lesson as a requirement. * **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?** * I understand that we are living in the time of Truth and Reconciliation. I reminded the students to honor and respect Indigenous peoples and their languages by learning Sm’algyax, the language of the Ts’msyen people. * I connected with my colleagues to find the resources for the lesson. * I discussed with my coaching teacher and took her suggestions to use Indigenous arts as counters for the counting activity. * I encouraged all the students to practice, highlighting that I looked for students’ participation rather than perfection. * **If this lesson is being observed, do you have a specific observation focus in mind** * I will try to maintain great classroom management, making sure that all the students will participate. * I will focus on encouraging and providing support to students who need extra scaffolding. |

***Visual aids***

**K'üül**

**1-One**

**Gup'l**

**2-Two**

**K'wilii**

**3- Three**

**Txaapx**

**4- Four**

**Kstuuns**

**5 - Five**

**'ool**

**6 - Six**

**T'a̱pxoolt**

**7- Seven**

**'Yikwdel**

**8- eight**

**Ksta̱moos**

**9- nine**

**Kpiil**

**10-Ten**

A poster with numbers and characters

AI-generated content may be incorrect.