Backward Design Lesson Plan

Lesson Plan Version 1.0

# Section 1: Framing the Lesson

**I imagine this lesson fitting into a unit that might be called:** I am who I am

**Subject/Course:** Language and Art

**Necessary time frame for this lesson:** 75minutes divided up over 2 days (Day 1🡪50min; Day 2🡪25 min)

**Strands:** In Language🡪Oral Communication and Writing; In Art🡪 Drama

**Grade(s):** Grade 1

# Section 2: Desired Results

**Lesson Objective(s):**

*[list the skills, understandings, dispositions, accomplishments that students will have made/acquired during this lesson]*

**By the end of this lesson, students will…**

* Be able to express the purpose or main ideas that can be taken from this novel (LANGUAGE)
* Have expressed their thoughts orally through various interactions with their peers. (LANGUAGE and ART)
* Have begun to develop an understanding of different points of view, individuality and uniqueness which will be built on in future lessons (LANGUAGE)
* Have begun to learn how to put themselves in another person’s shoes and view a situation from their perspective. (ART)
* Have attempted to take the perspective of another person and act it out in a specific scenario. (ART)
* Be able to make a personal connection with a given scenario and act out their own thoughts and feelings (ART)
* Have begun to learn how to express their thoughts and have attempted to use correct punctuation and grammar in their written work (LANGUAGE)
* Have learned how to make personal connections with a prompt and have attempted to take a point of view in their writing (LANGUAGE)

**Ontario Curricular Overall Expectation(s) with which this lesson aligns:**

LANGUAGE

* Oral Communication Strand
* (1)”listen in order to understand and respond appropriately in a variety of situations for a variety of purposes (Language, p.36).”
* (2)”use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes (Language, p.36).”
* Writing Strand
* (1)”generate, gather, and organize ideas and information to write for an intended purpose and audience (Language, p.42).”
* (2)”draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience (Language, p.42).”
* (3)”use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively (Language, p.42).”

ART

* Drama Strand
* (B1) “Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories (Art, p.68).”
* (B2) “Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences (Art, p.68).”

**Ontario Curricular Specific Expectation(s) with which this lesson aligns:**

LANGUAGE

* Oral Communication Strand
* 1.1 Purpose: “identify purposes for listening in a few different situations, formal and informal (Language, p.36).”
* 1.6 Extending Understanding: “extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (Language, p.37).”
* 1.8 Point of View: “begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (Language, p.37).”
* 2.2 Interactive Strategies: “demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions (Language, p.37).”
* Writing Strand
* 1.2 Developing Ideas: “generate ideas about a potential topic, using a variety of strategies and resources (Language, p.42).”
* 2.1 Form: “write short texts using a few simple forms (Language, p.43).”
* 2.4 Sentence Fluency: “write simple but complete sentences that make sense (Language, p.43).”
* 2.5 Point of View: “begin to identify, with support and direction, their point of view and one possible different point of view about the topic (Language, p.43).”
* 3.4 Punctuation: “use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end (Language, p.43).”
* 3.5 Grammar: “use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to) (Language, p.44).”

ART

* Drama Strand
* B1.1 Creating and Presenting: “engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places (Art, p.68).”
* B1.2 Creating and Presenting: “demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played (Art, p.68).”
* B2.1 Reflecting, Responding and Analysing: “express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story (Art, p.69).”

# Section 3: Gathering Acceptable Evidence

**What Information will you collect during this lesson that will allow you to make claims about how your students are progressing toward the curricular expections?**

* I will observe which students contributed when we were brainstorming ideas as a class for the anchor chart. (informal assessment)
* I will make notes on sticky notes while the students are practicing their scenarios in their groups. Primarily, I will look for whether the students are expressing their personal thoughts and feelings about a scenario. Or whether they are taking on the role of one of the characters in the scenario and appropriately expressing that character’s thoughts and feelings. (informal assessment)
* I will film the students presenting their scenarios to the class. Furthermore, I will make notes based on the pre-determined criteria of a grading rubric during the presentation. In combination, these can be used to complete a grading rubric later on. (formal assessment)
* The response journals will be marked later on based off the criteria on a grading rubric. Primarily I will look for whether the students are able to understand the purpose of the story, reflect on their own thoughts and feelings about the prompts and express these ideas in their writing, illustrating a personal connection with the material. (formal assessment)

# Section 4: Plan

Sequence of Learning and Instructional Activities [including assessments for learning]

Use the table below to list the ordered sequence of learning, teaching and assessment activities that will take place [adjust/edit the table as necessary by adding/deleting rows]. The sequence of activities should align with the stated objectives, and align with what you know about how learning happens.

**DAY 1:** (Total Time- 50min)

|  |  |
| --- | --- |
| **Teacher Will** | **Students Will** |
| Gather students on the carpet to begin the lesson. | Assemble on the carpet for the lesson. |
| Read “Tough Chicks” by Cece Meng to the class.  During the reading, the teacher will also prompt the students to reflect on how they would feel if they were one of the 3 chicks in the story.  (10 minutes) | Listen to the story.  Reflect on the feelings that they might experience if they were different and were told that they needed to be like everybody else. |
| Ask the students to engage in a quick pair share with the person sitting beside them in order to come up with ideas of how we are different from each other. The teacher will give a quick example to the class (Ex: Height-I am tall and you are short; Interests- I like dancing and you like singing)  (5 minutes)  Than get the students attention by saying “Hands on top”. The teacher will discuss the different points of views that are seen in the story (Ex: the mother hen, the chicks, the farmer, etc.). The teacher will then introduce the idea of individuality/uniqueness and give examples in the story. (Ex: How the mother hen felt about the chicks behavior vs. the farmer).  (5 minutes)  Create an anchor chart of their student’s ideas. The teacher will be making a mental note and informal assessment of which children contribute to the discussion illustrating some understanding of the material.  (5 minutes) | Work with the partner next to them to come up with ideas of how they are different from each other (Ex: different hair colour, eye colour, age, height, shoe size, interests, strengths, fears)  Respond saying “that means stop” and bring their discussions to a close. The students will then listen quietly and ask questions.  Share the ideas that they came up with either by themselves or in their groups with the teacher. |
| Divide the students up into their pre-determined groups and hand out laminated scenarios to the students (Ex: you are the out on the school yard and you see bullying, how to do you act/feel? What do you say?; you are the mother hen from the story and are constantly being told to make “your chicks good”, how do you act/feel? What do you say?). The teacher will explain to the students that they need to become the character and express how they would feel in that scenario.  (5 minutes)  Give students time to practice their scenarios in their groups. At this time the teacher will walk around and make another informal evaluation of the students on sticky notes.  (10 minutes)  Than get the students attention by saying “Hands on top”. The teacher direct students go up one by one and present their scenario to the class. At this time the teacher will film the scenario using a school IPad to use it as a formal assessment.  (10minutes) | Go into their assigned groups, listen to the teachers instructions and ask questions.  Practice their scenario in their groups and ask questions to the teacher for further clarification.  Respond saying “that means stop”. Students will then present their scenarios to the class and then listen to the presentations from the other groups. |

**DAY 2:** (Total Time- 25min)

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| --- | --- |
| **Teacher Will** | **Students Will** |
| Gather students on the carpet to continue the lesson. | Assemble on the carpet for the lesson. |
| Explain that students will be writing a response journal on one of the following prompts:  1.How they are different from everybody else – OR –  2. How they would feel if they were the mother hen in *Tough Chicks*, would they respond differently? Why? How?  Give the students a quick example. The teacher will then mention that the response journals are for a mark in language and remind them to use their best writing.  (5 minutes) | Listen and ask questions to the teacher. |
| Give students time to work on their response journals and circulate answering any of the student’s questions.  (20minutes) | Write their response journals and ask questions. |

**Logistics and Materials**

Student Groupings:

Groups of 2 for the quick share (Students are to work with the person beside them); groups of 4-5 for the role playing activity (pre-determined); individually for the response journals

Materials Required:

* The book “Tough Chicks” by Cece Meng
* Laminated scenario cards for the role playing activity
* Chart paper for the anchor chart
* Markers
* Journals
* Pencils
* School IPad
* Sticky notes
* Grading rubrics

# Rationale for this Lesson Design

**(a) Based on what you have learned in this class so far, how does the design of your lesson plan address the official curriculum expectations that you have identified? Provide a justification for your design using your understanding of learning and methods that support student learning.**

I believe that my lesson plan design addresses the curriculum expectations that I identified because in reading the story to the class, students understand the purpose of the novel when I prompt them to reflect on how they would feel if they were one of the 3 chicks in the story (Language, p.36). As the students listen to the novel and reflect, they are illustrating the use of point of view because they are pretending to be in the characters shoes to understand how they may feel in that situation (Language, p.37). When the students do a quick pair share with the person sitting beside them, they are extending their understanding by making personal connections (Language, p.37). Furthermore, from this same activity students are illustrating the use of interactive strategies because they are taking turns sharing their ideas and positively responding to their peers (Language, p.37). By the time that the students are engaged in the role playing activity, they are illustrating the creating and presenting expectation because they are taking their scenario and coming up with reactions based on the context (Art, p.68). Once again the students demonstrate this expectation if they are given a scenario from the book. This is because the students adopt the role of a specific character like the mother hen, ultimately illustrating an understanding of the hen’s thoughts and feelings through their expressions (Art, p.68). While other students are presenting, they are reflecting because they are making personal connections by agreeing/disagreeing with their peers expressions to their scenario (Art, p.69). Finally, when completing the response journal, the students are demonstrating the development of their ideas when they brainstorm how they feel about one of the prompts (Language, p.42). They are illustrating form and the use of their own point of view when they report their personal thoughts and feelings about one of the prompts (Language, p.43). In writing the sentences, the students are demonstrating that they are able to formulate complete sentences that use some punctuation and grammar (Language, p.43-44). The activities in my design support student learning because they are in line with the Ontario curriculum expectations which students are expected to have mastered by the end of each grade. Furthermore, in using various types of activities to introduce a topic, I am catering to the needs of my diverse classroom of students, each of which learns differently.

**(b) How does our lesson plan incorporate concepts from the “backward design” approach that is advocated by school boards in Ontario and as represented in the course materials?**

I believe that my lesson plan incorporates the concepts from the backward design approach because I began planning this lesson with the big idea of individuality and uniqueness in mind. This is the big concept that I want my students to begin learning through this lesson and hopefully have learned by the end of this unit. This idea was created based on the overall expectations that I chose from oral communication, writing, and drama strands in both the language and art curriculum documents (Refer to section 2). With the desired results in mind, I was then able to choose different types acceptable evidence that I would gather in order to ensure that my students are grasping the big idea (Educators’ Resource Guide [ERG], p.22). I decided that I wanted to observe my students and take notes as informal assessments of their knowledge at multiple points during the lesson. Furthermore, I decided to film my students and have a written component as formal assessments of their knowledge. Next, I selected a role playing activity and a response journal as the methods that I wanted my students to use to achieve the desired results of the unit (ERG, p.22). I believe that both tasks are meaningful to the students because they both revisit the big idea of the unit. The activities that I selected match the specific expectations of these strands as seen below. They also provide students with the opportunity to transfer their knowledge from the lesson itself into a practical application. Following the lesson, I will assess both their presentations and journals to provide them with feedback which will help them establish long term learning goals for this unit.

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| --- | --- |
| **Activity** | **Specific Expectations that are met** |
| Reading *Tough Chicks* to the class | * 1.1 Purpose (Language, p.36) * 1.6 Extending Understanding (Language, p.37) * 1.8 Point of View (Language, p.37) |
| Pair Share Brainstorming Activity | * 2.2 Interactive Strategies (Language, p.37) |
| Role Playing Activity | * B1.1 Creating and Presenting (Art, p.68) * B1.2 Creating and Presenting (Art, p.68) * B2.1 Reflecting, Responding and Analysing (Art, p.69) |
| Response Journals | * 1.2 Developing Ideas (Language, p.42) * 2.1 Form (Language, p.43) * 2.4 Sentence Fluency (Language, p.43) * 2.5 Point of View (Language, p.43) * 3.4 Punctuation (Language, p.43) * 3.5 Grammar (Language, p.44) |

Once I had considered and planned all of these logistics, I began designing my lesson plan around them by gathering materials including the novel “Tough Chicks” to introduce the topic to the students; I considered the student groupings as well as the time frame of each part (ERG, p.22). I made sure that the students knew what they were learning during several parts of my lesson by providing them with oral explanations, models and a list of my expectations for the activities which can be seen below.

**DAY 1:**

|  |
| --- |
| **Teacher Will** |
| * Prompt students to reflect during the story * Brainstorm ideas with the partner sitting beside them of how we are different from one another, give an example. * Give examples of individuality and uniqueness that can be found in the story * Explain to the students that they need to become the character in the role playing activity and express how they would feel in that scenario. |

**DAY 2:**

|  |
| --- |
| **Teacher Will** |
| * Explain that students will be writing a response journal on one of the following prompts:  1. How they are different from everybody else – OR – 2. How they would feel if they were the mother hen in *Tough Chicks*, would they respond differently? Why? How?  * Give an example of a response journal, mention that the response journals are for a mark in language and remind them to use their best writing. |

References

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