Backward Design Lesson Plan Template

Lesson Plan Version 2.0

# Section 1: Framing the Lesson

**This lesson would fit into a unit 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)

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

**Grade(s):** Grade 1

# Section 2: Desired Results

**The Fundamental Disciplinary Concepts driving this lesson (from the curriculum document) are:**

* **“Understand, respond to, create, and appreciate a full range of literary, informational, and media texts (Language, p.9).”**
* This is achieved when the students listen to the story being read because in doing so, they are able to understand how the different characters in the story may have felt as the story progressed. The students then respond to their new understanding when they share their ideas in class discussions, work on their group presentations for the different scenarios as well when they write their response journals. Furthermore, the students get the opportunity to appreciate this book in the creation of their response journals and during the presentations of the different scenarios as both of these learning experiences illustrate what the students may have taken away from this story.
* **“The use of analytical, critical, and metacognitive thinking skills (Language, p.9).”**
* This is achieved during the quick pair-share because the students need to use their critical thinking skills to determine what makes them different from their classmates. Another example of this is when the students are working on their group presentations for the different scenarios because they are analyzing the situation and using their critical thinking skills in order to determine how they would respond to that situation if they were in it. Furthermore, this is illustrated yet again when the students write their response journals because they need to either analyze themselves to determine what makes them different from other people or analyze how they would feel/respond if they were the mother hen in the story.
* **“Understanding that students learn best when they can identify themselves and their own experience in the material they read and study at school (Language, p.5).”**
* This is achieved because when the students are listening to the story, they are reflecting on how they would feel if they were the chick in the story. Some of the feelings that the students may experience may be related to a similar situation that they have encountered in the past. Other examples include when the students are doing a quick pair-share with a partner, responding to the given scenarios in their group presentations and when they are writing their journal responses to the given prompts because in each activity they are making personal connections.
* **“Students become receptive to new and widely varying ideas and perspectives and develop their ability to think independently and critically. It is also important to give students opportunities to choose what they read and what they write about, in order to encourage the development of their own interests and pursuits (Language, p.5).”**
* This is achieved when we discuss the different points of view that are illustrated in the book as it brings awareness to the students that their opinion and how they may respond to the given scenarios in the group presentations may be different than that of their colleagues. While presenting, writing and discussing during this lesson, students are given the opportunity to work with in groups as well as independently. When working independently, the students have the opportunity to choose what they will write about in their journal response because they get to pick the prompt that interests them the most and think critically about it.

**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).”

**Essential Questions:**

* How are different points of views expressed in literature and in drama?
* What is individuality/uniqueness?
* How can we use our voice and bodies to respond to different scenarios that we encounter in our everyday lives?
* How are we different from each other?
* How do we accurately convey our thoughts and ideas in a response journal?

# 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 expectations?**

* 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 in an organized manner, illustrating a personal connection with the material. Furthermore, I will be looking to see whether students have used complete sentences with correct grammar and punctuation. (formal assessment)

# Section 4: Universal Design for Learning

**To accommodate all learners in my classroom, my lesson design includes the following components that are informed by my understanding of Universal Design for Learning:**

* ***Multiple means for representation*** (i.e. students can demonstrate their understanding during class discussions, the pair-share, the group presentations and during the response journal; Smart Board is used to display images from the book or brainstorm ideas) (Learning for All, p.16).
* ***Multiple means for action and expression*** (i.e. students can express their ideas during class discussions, the pair-share, when they practice their scenarios in groups, during the group presentations and during the response journals; students can use laptops to type out/ record their response journals, the IPads to record their group presentations) (Learning for All, p.16).
* ***Multiple means for engagement*** (i.e. students are engaged during the class discussion, during their group presentations and while they listen to the group presentations of their classmates; the information that they are taught in this lesson allows them to make personal connections and to make choices based on their interests) (Learning for All, p.16).

Furthermore, my lesson plan integrates the following core concepts of UDL (Learning for All, p.14-15):

* ***Universality and equity*** because this lesson allows students to connect the material to their personal lives which they know best. Additionally, it provides some structure within the activities to accommodate the needs of the students who need a bit more guidance. However this lesson still provides students with the opportunity to use their creativity.
* ***Flexibility and inclusiveness*** because although this lesson has a certain amount of time allocated for each activity, if I see that any or all of students are struggling, I will provide them with additional time to complete each of the activities. This lesson also incorporates a wide range of activities that can use technology including class discussion, group presentations and a journal reflection that can be assessed in using multiple different methods. The technology assists the students who may be having difficulties with activities. For example, a student that is having difficulties writing can record their response journal.
* ***An appropriately designed space*** because I am providing them with clear expectations before beginning the activity so that the students understand what is being asked of them. In doing this, the students will be able to monitor and evaluate their progress throughout the activity.
* ***Simplicity*** because the expectations that I have of the students are achievable and clearly stated. I will provide clear feedback to help guide the students as they are working through assignments. If a student is struggling to meet the expectations of this lesson, modifications will be given. Furthermore, I have structured this lesson in a way that there are several little mini activities that are gradually getting more complex as the lesson progresses. By providing several activities on the book, I have multiple means for assessment to meet the different types of learners that we may find in the classroom (i.e. bodily kinesthetic- drama activity, intrapersonal- response journal, reflection during reading, interpersonal-drama activity, quick pair-share, visual/spatial-drama activity)
* ***Safety*** because this lesson is inclusive of all students in the scenario activity and furthermore, during the presentations each of the students is given the opportunity to present their work.

Other accommodations that can be offered in my lesson include: prompts to guide class discussions, using the Smart Board to record ideas from class discussions, recording the oral presentation, recording or typing the response journal if a student is having difficulties writing, and writing prompts for ELL students or students that are having difficulties writing.

# Section 5: 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. (NOTE: In the lesson prior to this, the teacher would have introduced the students to different points of view by brainstorming the students thoughts on different topics to illustrate how they can either be similar or different. This lesson would have also briefly discussed how every individual is unique and how it is important to be proud of who you are. Furthermore, the teacher would have briefly discussed how it is important to accept everybody around you for who they are. Essentially, covering this material beforehand would prepare the students for the material of today’s lesson)  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 the student’s ideas or display them on the *Smart Board*. The teacher will be making a mental note and informal assessment of which students 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. Furthermore, the teacher will emphasize that each student will receiving a drama mark for this presentation.  (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. If the students are having difficulties, the teacher can give students option to record their scenario with the IPad instead of presenting in front of the class  (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. The recorded scenarios will be played on the *Smart Board* at this time as well.  (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)

|  |  |
| --- | --- |
| **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 (put on the *Smart Board*):  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.  If a student is having difficulties writing, the teacher can provide the student with sentence prompts, scribe their journal, have the student record their journal orally using *Speech to Text* function on the laptops or have the student type it in a *Google Doc* using a laptop.  (20minutes) | Write their response journals and ask questions. |

**Future Lesson Ideas that could branch off of this lesson:**

|  |
| --- |
| * A readers theatre on *Tough Chicks* by Cece Meng * A lesson on the similarities between different groups of individuals which could include a research project * A comparison assignment of the similarities and differences between themselves and another individual which would include art portraits * A lesson on acceptance and how we can promote acceptance in various different contexts (ie. in the classroom, on the school yard, at home, at daycare) |

**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
* School Laptops
* Smart Board
* Sticky notes
* Grading rubrics

Digital Tools and Technologies:

* *Smart Board* to display a read aloud and/or the pictures of the story
* IPads in order to allow students to record the presentations of the scenarios using the *Camera App*
* Speech recording software such as *Speech to Text* on the laptops to allow students to record response journals
* Laptops with *Microsoft Word* or *Google Docs* to allow students to type their response journals

# Rationale for this Lesson Design and My Revisions

**What revisions have you made to this lesson plan? Justify your design choices with reference to what you have come to understand about students, their learning needs, and the experiences that can enable that learning to take place.**

In order to improve the quality of this lesson, I made several revisions to the first version of my lesson in red. For instance, in section two I added some essential questions and fundamental concepts that drive this lesson. Adding in both of these elements will help ensure that this lesson is following backwards design and that students are successfully learning the material. This is because having the essential questions will help the teachers determine whether their assessment tools are valid and then easily assess whether students have grasped the big ideas of the lesson (Educators’ Resource Guide [ERG], p.22). Then in section 4 and 5, I expanded on my lesson to include how it incorporates several concepts of the Universal Design for Learning (UDL) that is promoted by the Ministry of Education. In doing so, teachers can easily see how they can accommodate the needs and provide all students with the opportunity to learn in a safe, inclusive environment (Learning for All, p.14-15). Furthermore, teachers are informed of the types of tools that they can equip their students with that will foster their success in this lesson. In section 5, I also added a quick overview of what would have been taught in the previous lesson as well as a couple of suggestions for future lessons. Both of these revisions provide direction to teachers, encourage further exploration of the topic and therefore create a meaningful learning experience for students. Additionally, although it is not essential, I incorporated the use of digital technology into this version of my lesson in order to differentiate and enhance the learning experiences for the students who may struggle. By incorporating a wide range of learning opportunities including discussions, a drama activity and a written component for the students to make connections and demonstrate what they learned, this lesson gets the students engaged and meets the needs of the different types of learners in our classrooms (i.e. interpersonal-drama activity in groups; bodily kinesthetic-drama activity in groups, intrapersonal-reflection during the story, response journals) (Learning for All, p.18).

References

Adams, J., Hammond, B., Buffone, P., Bickerton, B., Makuch, M., Paterson, K., Ramsay, J., Rathier, C., Arden, B., Makris, T. & Cooper, D. (2008). Planning with the end in mind. In J. Adams et al., *Educators’ resource guide: Assessment, evaluation and reporting of student achievement* (pp. 18-38). Ottawa, ON: Ottawa-Carleton District School Board.

Retrieved from: <https://sites.google.com/site/ocdsbministryresources/Home/assessment-resources>

Ontario Ministry of Education. Instructional Approaches. *Learning for All: A Guide to Effective Assessment and Instruction for All Students* (2013). Retrieved from: <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Ontario Ministry of Education (2006). The Ontario Curriculum, Grades 1-8 : Language. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html>

Ontario Ministry of Education (2009). The Ontario Curriculum, Grades 1-8 : The Arts. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts.html>