** LESSON PLAN (2023)**

**Candidate’s name:** Emily Anderson

|  |  |  |  |
| --- | --- | --- | --- |
| Grade/Class/Subject: | Grade 7 – Second Language | School: |  |
| Date: |  | Allotted Time: | 45min - 1 hour |
| Topic/Title: | Jeopardy – Language Learning Game (Learning Dakelh) | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *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.* |
| The purpose of this game is to check students’ understanding of the language that we have learned thus far. A great deal of scaffolding is required for this specific game to be a success, but the game itself can be easily catered to fit any grade level and can incorporate the words/phrases currently being learned. This version of the game includes the following categories for words: Khunai (animals), Chuntoh (among the trees), colors, family, survival phrases, and sports. To equip students with proficient knowledge to play the game, Dakelh will be incorporated in the classroom regularly in both indoor and outdoor learning spaces (survival phrases, Chuntoh, Khunai, etc.). With my future classroom in mind, I would like to have a variety of visuals with language embedded i.e.: having a color-sorted bin of crayons labeled with the Dakelh words for the different colors, greeting students frequently using Dakelh phrases. The time to incorporate the game will depend on the learners that the game is being designed for. To ensure that the level of frustration is low, and students are having fun/taking risks in their learning, learners would have had a great deal of exposure to the phrases/words included in the game. The ultimate goal is for learners to learn the language and preparing students proficiently is essential. |

1. **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.* |
| 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:** This activity requires students to work in teams. They are invited to work with their teammates to determine the answers to the question. In this they are expected to **communicate** and **collaborate.**  **Thinking:** Learners will be required to think **critically** about the letter patterns they are experiencing. Learning a second language requires critical thinking. The Dakelh language will have been embedded in other areas of the classroom and general routines prior to this game requiring **reflective thinking** from the students on what they have already learned.  **Personal and Social:** Working as a team will require learners to bring **social awareness and responsibility** in contributing to their team. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

|  |  |
| --- | --- |
| **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. | **FPPL #1:** All learning includes FPPL #1 to some degree. Learning a second language supports the well-being of self and building connections to community through the revitalization of language on the traditional territory we are on. This game focuses on what is on the land as well.  **FPPL #2:** As previously discussed, reflective thinking is a critical component of this lesson. There is a focused-on connectedness through the categories as they are closely connected through people, place, and land.  **FPPL #5:** Dakelh comes from Indigenous knowledge. To further embed Indigenous knowledge, this game uses audio recordings from FirstVoices.com and translations from Bill Poser’s Dictionary. There are audio recordings of speakers included in the game  **FPPL #7:** All learning involves patience and time. It takes patience and time to learn a language. This part will come into play throughout the lesson as I will be reminding students of this verbally to keep spirits high. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

|  |
| --- |
| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| *From the Dakelh Curriculum:*  **Everything in our environment is connected, has a Dakelh name describing that connection, is of importance and has voice**  Learning more words helps us see the interconnection between people, place, and land. It is also important to see the translations as there is no direct translation and each translation is very intricate and meaningful. This specific game is centered around people, place, and land as well through the themes of the categories. |

1. **LEARNING STANDARDS/INTENTIONS**

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

|  |  |
| --- | --- |
| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| ***Language***   * **Listen, view, speak with intent through reciprocal participation to understand an increasing variety of messages in Dakelh** * **Explore and recognize the relationships between Dakelh letter patterns**   The purpose of this lesson is to practice using Dakelh that has already been used in the class while working towards expanding vocabulary. The levels for the categories get increasingly more difficult but is scaffolded accordingly so students can recognize the letter patterns and related words i.e.: sus and susyaz – bear and bear cub and indak and whus’indak – flower and rose. | **Dakelh alphabet, letter patterns, and phonemes – Common, high-frequency conversational vocabulary, sentence structures (syntax), questions, descriptions and expressions**  Students are expected to recognize patterns and practice pronunciations in learning Dakelh. They will be engaging in this learning prior to playing this game. Repetition is key in learning languages. The game is another way to get that repetition and for the knowledge surrounding the language will start to stick. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) 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* ***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?* |
| This activity will be assessed formatively. I will be listening to students working with the language. Observations and conversations will be used to gather this information. At points throughout the game or afterwards if natural to do so, I may ask students about what they noticed about letter patterns, sounds, any other connections they have made. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

|  |
| --- |
| *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.* |
| Playing this game will require students to work in groups. In anticipation for learners who struggle with teamwork or waiting their turn and need some more time before being integrated into this process, I will have a scorekeeper role available. Students with this role will be responsible for keeping track of the points for each team either on the white board or on a piece of paper regularly announcing if needed.  The buttons I have for students to press light up and make no sound to accommodate students with sensory needs.  The game template comes with sound for each question that acts as a timer. I have removed that feature, so it does not stress students out. Instead, I will give verbal cues to be mindful of time per questions, but also to allow for flexibility. If a student almost, has it and goes over 30 seconds, I want to create the space for them to take risks and focus on learning the language rather than racing against time.  For the color category I have included the English words above the color video to accommodate any students who are color blind.  Pronunciation audio included for auditory learners alongside photos and words for visual learners |
| **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.* |
| * Premade Jeopardy Game * Light Buttons * Scoresheet |

1. **LESSON OUTLINE**

|  |  |  |
| --- | --- | --- |
| **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* | **Teacher:** I will begin by sorting students into groups and giving them instructions prior to setting up the game to minimize distraction. Once the game is set up and questions are answered, we will begin. Students are allowed to pull out any resources to assist them.  **Students:** Students will listen to instruction, ask questions if needed, gather any tools they may need, and prepare to begin the game. | 10min |
| **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* | **Teacher:** My job throughout the game will be to call on students who press their light button first and moderate during the game. To ensure that students are ready to move on to the next question I will wait for students to be whole body listening before moving on.  **Students:** Students will be in rows indicating their team. To ensure everyone gets a turn every time a student answers a question correctly for their team they will pass the button to their next teammate. Students get a maximum of up to 3 questions before the next team gets a turn. Students are welcome to get help from their team if it’s their turn with the button. Students are expected to answer questions using the language when it is their turn and be supportive of their team in doing so. | 30min-40min |
| **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* | **Teacher:** If the scorekeeper role has been filled the scorekeeper will reveal the scores. If not, this will be my job. I will thank students for their participation, get students to return the light buttons and transition to next activity  **Students:** Students will conclude and begin to transition to next activity. |  |

1. **REFLECTION** *(anticipate if possible)*

|  |
| --- |
| * *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?* |
| Reflections from my presentation:  The lesson was engaging for learners with various interactive features. The lesson would operate quite differently in a class in comparison to how the game ran in presenting to my cohort. I noticed some confusion in whose turn it was which was based on me trying to figure out how the turns were going to work myself. Learning the rules and routine of the game would take some additional scaffolding and repetition to solidify in a classroom.  Based on my instructors’ feedback I would want to come up with a name in Dakelh. Jen provided me with some suggestions for names that I would use moving forward. As my plan is to teach out of district in the future I am interested in how I would adapt this game depending on where I end up teaching/learning. |