

LESSON PLAN

DATE: September 24, 2015

TIME: 12:47-1:47

CLASS: Cycle 1 Grade 2

DURATION: 90 minutes

SCHOOL: Bee Elementary School

QEP Competencies

Ethics and Religious Culture:

- Competency 1: Reflects on ethical questions
- Competency 3: Engages in dialogue.

OBJECTIVES (CURRICULUM DOMAIN)

- Students will be introduced a different style of poems as seen in the book, “The Best Part of Me.”
- The aim of this lesson is to help students build a positive self-image of their bodies and abilities.
- Students will reflect on the “best” part of them.

GROUP SIZE & MATERIALS

“The Best Part of Me” by Wendy Ewald, pencils, lined paper for writing handout provided by the teacher, SmartBoard.

PROFESSIONAL COMPETENCIES:

Communicate:

. To act as professional inheritor, critic and interpreter of knowledge or culture when teaching students.

I will connect student’s experiences to the context of the lesson (As a class I will pose the question, “What is the best part of you?” The question highlights what makes that particular student unique/ special in relation to the ERC topic of differences and similarities.).

2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

I will pace my lesson at an appropriate pace by instructing articulately. I will make sure that students understand what is expected of them throughout the lesson, since I will explain to the students the learning goals.

8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional

management and professional development purposes.

I will be using the SmartBoard to project the steps that students will have to follow throughout the lesson.

TIME	LESSON
30 Min.	<p>Introduction: I will have students sit in a circle in front of me. I will hold up a mirror and start staring at myself. I will wait a few seconds to make sure students see what I am doing. I will ask students if they know what I am doing. Hopefully students will notice that I am looking at myself in the mirror. I will say that I am looking at my eyes. “My eyes are the best part of me” I will list the reasons as to why my eyes are the best part of me on the chart paper. (My eyes help me see. They are big and round. My eyes are hazel and sometimes look more green. My eyes remind me of my mother’s eyes. My eyes keep me safe.)</p> <ul style="list-style-type: none">• I will then ask students if there is something a part of them that they liked. Students will share what they like best about themselves.• Next, I will ask students if they know what a photographer does. I will explain to students that a photographer named, Wendy Ewald went to an elementary school and photographed children displaying their favourite parts of them.• I will then read and show students a few of the images from the book.• I will ask students what they thought of the book, what did they notice by looking at the photographs. I will give students some time to share their thoughts with the rest of the class.• Another question I will ask is: “What is the photographer trying to show?” (Not sure if students will get that she is highlighting diversity/ differences and how everyone has something special about them regardless of where they come from)
30 Min.	<p>Development:</p> <ul style="list-style-type: none">• I will tell students that we will be doing an activity inspired by the book. I will ask students to think of something that they want to photograph and write about.• I will go around and photograph the students.• Once all the students are photographed, I will explain to students what is expected of them in terms of writing.• I will tell them step by step what I would like them to do. Students will be first working on a rough copy.• * the steps will be listed on the SmartBoard for students to follow.• Step 1: describe what your best part looks like (size, color, shape)• Step 2: explain what your best part allows you to do (for example, my

TIME	LESSON
5 Min.	<p>eyes help me see)</p> <ul style="list-style-type: none"> • Step 3: write “the best part of me” somewhere in the poem. • Step 4:Editing checklist → Students will receive the “authors editing checklist.” I will go over how it works . • Once students are done, rather than me correcting spelling mistakes, I think it would be a good opportunity to have a little editing station. Students will work in groups or pairs and they will help each other out to revise and edit their work. I will tell students that they must get 2 classmates to read their work and offer suggestions (those 2 students must initial the work). • I will then check in with the students and see how they are doing. If there are still spelling mistakes in their work, I will work with the student and show them the right way of spelling the specific word. • The students will then have time to work on their final copy of the poem. • I will tell students that we will have a mini exhibition, which will display the photographs taken in today’s class along with their poems. <p>Closure:</p> <ul style="list-style-type: none"> • As a class, we will recap on what we have learnt in ERC. <p>Follow up:</p> <ul style="list-style-type: none"> • Once the pictures have been developed, students can present what the best part of them is to the class and read what they wrote. Students listening will be encouraged to make comments and observations about their classmate’s selection.