Learning Plan #2: ELEMENTARY & SECONDARY

Student Teacher	Victoria Allen kingsbury, Sc Gabrielle Gaç Laureanne G	phia Farfan, gnon, and	Associate Teacher(s)		
Date		Start/End Time		Room	

Title of lesson	Centers on caring and sharing	Grade level	K4-K5 Kindergarten
Subject	Centers related to caring/valentines day (broad areas of learning)	Topic	caring/sharing
Relevance	Each center focuses on a sharing and caring. These children have to understar	are important life skills ar	
Materials/Resources Required	Play dough with activity ca Coloring pages Coloring crayons Sorting game	ards	
QEP Subject Area Competencies	Focus development: sens Key feature: participate in Children will have multiple discussions during these of peers within the centers. To children realize that they a taking care of their surroun Language development: Focus development: oral l Key feature: interacts verb Students will have multiple doing things like listening during center activities, as	group activities e opportunities to participate center activities. They will a street types of activities are part of a group. They wandings and the material procommunicates using oral danguage coally and non-verbally a opportunities to practice	e in group activities and also be able to play with e a good way to help will also have to practice ovided. and written language communication skills by communicating in english activities, and practicing

	Cognitive development: discovers the world around them
	Focus development: strategies
	Key feature: explores different actions
	Students will develop cognitive skills through exploration in this lesson. They will have to sort cards and use common knowledge and discussions to successfully place their pictures. Some of them will also have to practice perseverance if they find it hard to resolve a problem or even while coloring some students may find it hard to finish while taking their time.
	Physical and motor development: increases physical and motor development
	Focus development: motor skills
	Key feature: uses fine motor skills
	In this lesson students will have the opportunity to practice their fine motor skills while shaping play dough, tracing words, and coloring.
	Emotional development: builds self-awareness
	Focus development: self-knowledge
	Key feature: recognizes own needs
	In this activity students will have the chance to practice asking for help if needed. This is a good time for them to practice self expression of needs to their teacher and peers.
Learning Objectives	In the play dough station, students will work on fine motor skills while trying to replicate an image and then tracing the word that goes with it.
	In the colouring station students will also be working on fine motor skills and taking their time to complete the project nicely.
	In the sorting game students will work on communication and teamwork skills to try and successfully sort cards into two categories.
Guiding Inquiry Question(s)	

Timing	Introduction (hook):	Student will know:
	What does it mean to care about our friends? What are different ways we can show that we care?	
	Why should we care about our friends? Do you think it makes them happy when you care about them?	

		That the letters they have been learning make up words.
		How to associate shapes with words.
	ent (Learning activities – step by step procedure):	Students will understand:
		Words can represent pictures and vice versa.
		That kindness and caring are things that make their day better.
- Students	will be on the carpet when the hook is being	Students will do:
done.	20 on the earpet when the hook is being	Practice tracing words with familiar letters.
	will already be assigned to groups for their centers, low their weekly groups and will already be center.	Manipulate play-doh to create shapes based on a template, thus learning or recognizing new
will need th	for centers will be placed on the tables, students neir pencil cases for the coloring and cutting/gluing	words.
center.	ling students what center they are at, centers will	Use creativity and colouring tools to draw their hand drawing.
	ed to students and examples will be put on the	Cross Curricular Competencies:
	hers will circulate and make sure that all students and if there are any questions.	Uses Creativity: students are encouraged to decorate their hand template based on what they feel would be visually appealing to them.
- Ce	nter #1 (Collaboration coloring sheet):	Adopts Effective Work Practice:
	udents will have the opportunity to each color a nd on the sheet using the colors they want.	students are to determine which approach is best to match the
rou the	nen all the hands are done at the end of the center and (most likely at the end of the week or early on e next week), students' work will be put together to	pictures to the words and create a shape using play-doh in an effective and efficient manner.
	ow how their work looks collaboratively.	Broad Areas of Learning:
Center #2:		Citizenship and Community Life: (to be elaborated)
ge ^s wh	udents will need to first look at the pictures, they to choose where they think something goes, ether sharing goes on the kind or unkind section. Udents will be asked to cut out the pictures they	(to be claborated)

really want to use first, then place them in the right place. If they have extra time they can cut out the remaining pictures.

Center #3: Playdough: Students will need the basket with their dry erase markers for this activity.

- Students will be given cards in which they need to recreate the image on it using playdough: for instance, a heart, students will need to create a heart by rolling out the playdough into snakes and shaping Some students have more them into a heart.
- Once students are done re-creating the picture they will have a place to trace the word, again for example: the word heart would need to be traced using a dry erase marker.
- Once students are done this they get to choose a different card and do it again.
- These cards will focus on words of kindness and caring.

Closure (transition):

- Have line leaders ring the bell, once the bell has rung students need to clean up, and meet at the carpet.
- https://www.youtube.com/watch?v=cFmZV5THGYc
- Start video at 0:30

 Discuss ways in which we can show kindness. Ask students if they now have new ways of showing kindness.

Universal Design for Learning/ Differentiation/

There are several adults present in the room for this activity, so if a child has some difficulty with a task, an adult is never far away. There is always someone there to give them assistance.

difficulty holding coloring pencils, so someone can stay with them.

For the categorizing activity, students are given pictures and words. Therefore, students who have not yet developed reading abilities can still participate in the activity.

FORMATIVE - Assessment FOR learning:

Students are developing their fine motor skills during the Play-Doh activity, when tracing words and when drawing.

Students are learning that caring for one another is something that makes everyone's day brighter.

The teacher should observe during the lesson to see how students are interacting with one another at the centers, but also see how they are working individually on the activities.

FORMATIVE - Assessment AS learning:

Not evaluated for this lesson.

SUMMATIVE - Assessment OF learning:

If this lesson were to be evaluated, it could be done in the following way.

The teacher can assess students at the Play-Doh activity to

		determine how well they are creating the shapes and tracing the words. The shapes should be along the line on the sheet, and the word should follow the dotted line. A scale of 1-5 could be used where 5 is perfect and 1 needs work. If students score below a four, the teacher should consider giving these students practice. The teacher should also go around the class to see how the other centers are going, but the main focus is the Play-Doh center.
EDI Cor	nsiderations:	
		and each other's differences. Activities such as these nent where all students feel comfortable and welcomed. If
students teacher. Further These coincorpor	considerations: enters focus on drawing, writing, moldin	ney are welcomed to ask one another for help, or ask a neg and matching so various learning styles are icing many skills and are given the opportunity to
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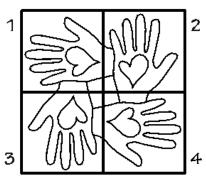


COLLABORATE!

This DETAIL represents 1/4 of a picture.

Add your unique COLOR, PATTERN, DESIGN then come together with three of your
classmates to form a whole picture.

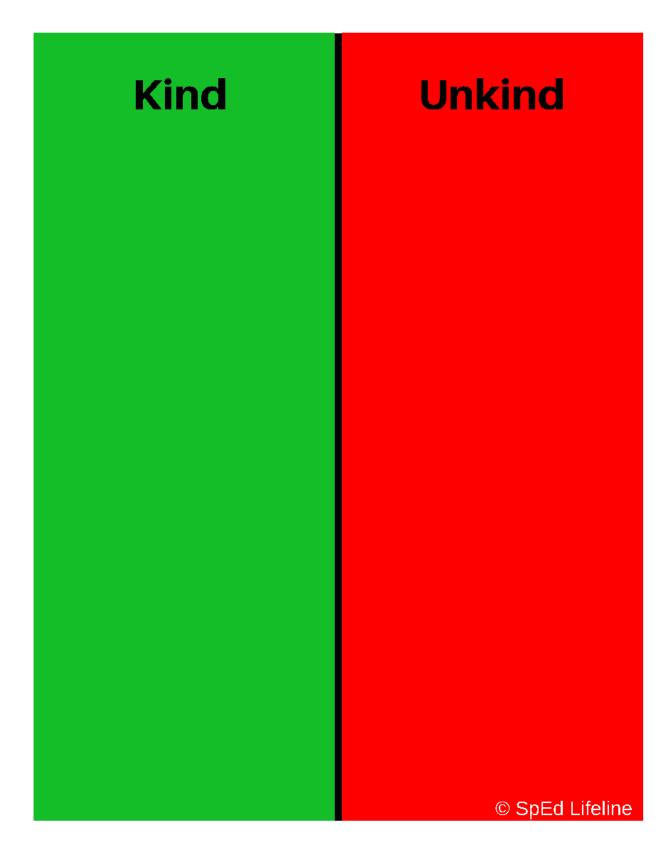
For best results each COLLABORATOR works
independently until the parts are joined!





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Center #2 Worksheet:







helping friends





yelling

using mean words



using nice words



hitting others





having a safe body



smiling



kicking others



throwing things



giving a high five



keeping hands to self



bullying



pushing others