

Learning Plan #2: ELEMENTARY & SECONDARY

Student Teacher	Victoria Allen, Sabrina kingsbury, Sophia Farfan, Gabrielle Gagnon, and Laureanne Gregory	Associate Teacher(s)	
Date	February 4th, 2023	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 different skill while maintaining the central theme of sharing and caring. These are important life skills and social norms that children have to understand and use.		
Materials/Resources Required	<i>Play dough with activity cards</i> <i>Coloring pages</i> <i>Coloring crayons</i> <i>Sorting game</i>		
QEP Subject Area Competencies	Social development: <i>maintains harmonious relationships with others</i> <i>Focus development: sense of belonging</i> <i>Key feature: participate in group activities</i> <i>Children will have multiple opportunities to participate in group activities and discussions during these center activities. They will also be able to play with peers within the centers. These types of activities are a good way to help children realize that they are part of a group. They will also have to practice taking care of their surroundings and the material provided.</i> Language development: <i>communicates using oral and written language</i> <i>Focus development: oral language</i> <i>Key feature: interacts verbally and non-verbally</i> <i>Students will have multiple opportunities to practice communication skills by doing things like listening to their teacher and peers, communicating in english during center activities, asking questions during the activities, and practicing conventions of communication by waiting their turn to talk and looking at the person who is speaking.</i>		

	Cognitive development: discovers the world around them <i>Focus development: strategies</i> <i>Key feature: explores different actions</i> <i>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.</i> Physical and motor development: increases physical and motor development <i>Focus development: motor skills</i> <i>Key feature: uses fine motor skills</i> <i>In this lesson students will have the opportunity to practice their fine motor skills while shaping play dough, tracing words, and coloring.</i> Emotional development: builds self-awareness <i>Focus development: self-knowledge</i> <i>Key feature: recognizes own needs</i> <i>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.</i>
Learning Objectives	<i>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.</i> <i>In the colouring station students will also be working on fine motor skills and taking their time to complete the project nicely.</i> <i>In the sorting game students will work on communication and teamwork skills to try and successfully sort cards into two categories.</i>
Guiding Inquiry Question(s)	

Timing	Introduction (hook): 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?	Student will know:
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		That the letters they have been learning make up words. How to associate shapes with words.
	Development (Learning activities – step by step sequential 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 done. -Students will already be assigned to groups for their centers, they will follow their weekly groups and will already be assigned a center. - Materials for centers will be placed on the tables, students will need their pencil cases for the coloring and cutting/gluing center. - Before telling students what center they are at, centers will be explained to students and examples will be put on the board. - Both teachers will circulate and make sure that all students are on task and if there are any questions. - Center #1 (Collaboration coloring sheet): - Students will have the opportunity to each color a hand on the sheet using the colors they want. - When all the hands are done at the end of the center round (most likely at the end of the week or early on the next week), students' work will be put together to show how their work looks collaboratively. Center #2: - Students will need to first look at the pictures, they get to choose where they think something goes, whether sharing goes on the kind or unkind section. Students will be asked to cut out the pictures they	Students will do:
		Practice tracing words with familiar letters. Manipulate play-doh to create shapes based on a template, thus learning or recognizing new words. Use creativity and colouring tools to draw their hand drawing.
		Cross Curricular Competencies:
		Uses Creativity: students are encouraged to decorate their hand template based on what they feel would be visually appealing to them. Adopts Effective Work Practice: students are to determine which approach is best to match the pictures to the words and create a shape using play-doh in an effective and efficient manner.
		Broad Areas of Learning:
		Citizenship and Community Life: (to be elaborated)

	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 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.	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. Some students have more 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.
	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.	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

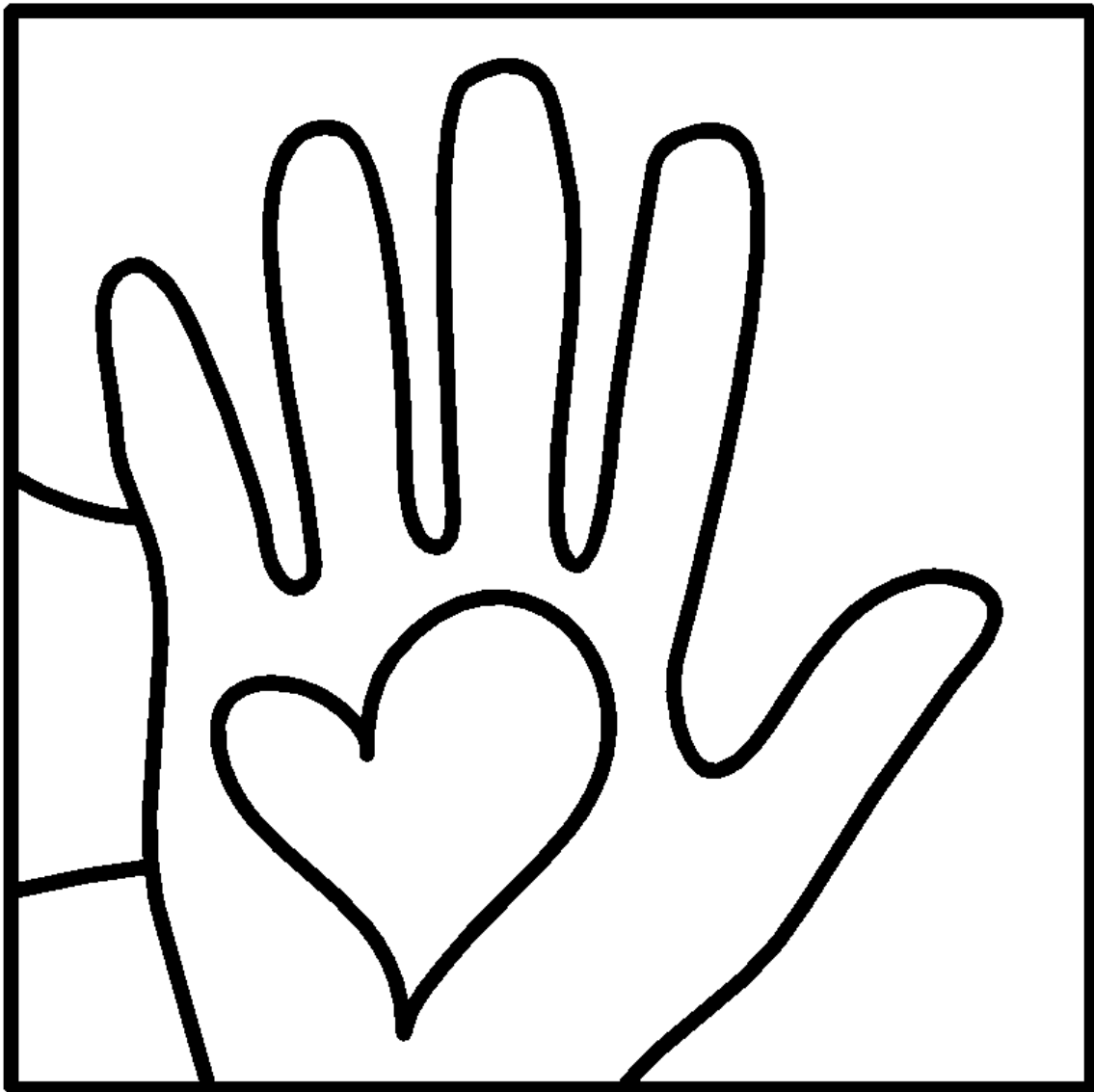
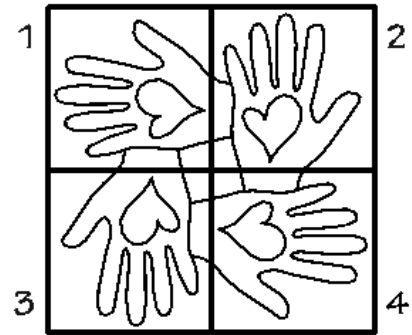
		determine how well they are creating the shapes and tracing the words. The shapes should be along the line on the sheet, and the word should follow the dotted line. A scale of 1-5 could be used where 5 is perfect and 1 needs work. If students score below a four, the teacher should consider giving these 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 Considerations:		
Students are expected to respect one another and each other's differences. Activities such as these serve to create a respectful classroom environment where all students feel comfortable and welcomed. If students need any assistance for the centers, they are welcomed to ask one another for help, or ask a teacher.		
Further Considerations:		
These centers focus on drawing, writing, molding and matching so various learning styles are incorporated into the lesson. Students are practicing many skills and are given the opportunity to demonstrate learning in various contexts.		

Reflection:
<i>How have students engaged in the content and learning strategies? What could you do differently to improve the intended learning?</i>
Professional Competencies:
Several professional competencies can fall into this lesson, but the main three are:
Competency 2: Master the language of instruction
Competency 3: Plan teaching and learning situations
Competency 4: Implement teaching and learning situations.

Center #1 Worksheet:

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!



Center #2 Worksheet:

Kind

Unkind

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Center #2 Worksheet:

