

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Learning Gratitude **Lesson #** 1 **Date:** Oct 11th 2024
Name: Renai and Lexi **Subject:** Language Arts **Grade(s):** 5/6

Rationale:

This lesson is important because all students should understand the importance of gratitude. Learning about gratitude teaches students to evoke positive emotions and provides opportunity to strengthen bond within family or friendship unit.

Core Competencies:

Communication	Thinking	Personal & Social
Students communicate by receiving and presenting information.	Students will reflect to consider purpose and perspectives.	Students will understand that their relationship and culture contexts help to shape who they are.

Big Ideas (Understand)

Developing our understanding of how language works allows us to use it purposefully.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Students should be able to explain what they are grateful for and be able to write/draw it 	<ul style="list-style-type: none"> Students should be able to reflect on what they are grateful for

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will create individual gratitude maps consisting of 1-3 people they think demonstrates gratitude regularly Students will list positive qualities of the person(s) displaying gratitude and then connect Students may present their map to a peer or to the class 	<ul style="list-style-type: none"> Assessment for learning: Understanding of the importance of gratitude and gaining an appreciation for things we are grateful for with the map.

Prerequisite Concepts and Skills:

Students should be able to listen to their peers gratitude maps respectfully and give positive feedback. Students need to have a few different ideas of what they are thankful for.

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well being of the self, the family, the community, the land, the spirits and the ancestors.

Universal Design for Learning (UDL):

This lesson is designed to engage visual and reading/writing learners because they will be able to either write or draw the person(s) on their map. This will also help our kinesthetics learners because the creation of the map is very hands on activity to deepen meaning. This lesson will help our auditory learners because all of the information they need will be spoken from the teacher and repeated as needed.

Differentiate Instruction (DI):

For students with visual impairments I would allow them to orally explain their gratitude map oppose to drawing/writing it. For students with auditory impairments I would have a written explanation or story about what gratitude is to help them understand.

Materials and Resources

-Paper, pencil, pencil crayons

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): Show video on Youtube about gratitude.	Watch video or story about gratitude.	5 min
Body: Talk about different types of gratitude Talk about who or what we are grateful for. Then we will do a “brain break” and start gratitude maps afterward.	Students will listen to the different types of gratitudes explained. Students will put their hands up to participate in explaining what they are grateful for. Students will start writing or drawing their gratitude maps.	25 min
Closure: Teacher will ask students to raise their hands if they would like to share with the class or we will separate into twos or threes and they carshare that way. Possibly share a story on gratitude if time allows.	End with sharing each others maps to each other. Will possibly listen to a story on gratitude before finishing lesson.	5-10 min

Organizational Strategies:

I plan on using the class management skills that my TM already has placed for the students. If the class starts to get a little loud I plan on using the bell to regain the students attention. Students will participate in a “brain break” half way through the lesson to help release energy and/or give energy. I will possibly ask a student or two to help handing out papers students sit down and get ready to make their maps. Students are seated accordingly next to someone that wont be a distraction to them.

Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will be consistently walking around the room to ensure all students are within proximity at different points during the lesson.
- Acknowledge the students that are brave enough to put their hand up in class and give their own stories in relation to gratitude.
- Teacher will verbally acknowledge and thank students who are on task
- Teacher will verbally address students that are not on task
- Teacher will use the TMs way of getting classes attention (ringing the bell)
- Teacher will set expectations before class to ensure less distractions

Extensions:

This lesson could be extended by having the students make gratitude journals. The teacher could have them write something they are grateful for in their journal every day or have them write 5 things they are grateful for each Friday.

Reflections (if necessary, continue on separate sheet):