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| **Lesson Plan Title** |  | |
| Date |  | |
| Subject |  | Grade |
| Topic |  | |
| Essential Question |  | |
| Materials |  | |

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| **Stage 1 – Desired Results – you may use student friendly language** |
| ***What do they need to understand, know, and/or be able to do? What is the purpose of the lesson?***  ***Broad Areas of Learning****:*   |  |  | | --- | --- | | * Sense of self, community, and place | How? | | * Lifelong learners | | * Engaged Citizens |   ***Cross-Curricular Competencies****:*   |  |  | | --- | --- | | Goals to develop Thinking   * Think & learn contextually * Think & learn creatively * Think & learn critically | How? | | Goals to develop Identity and Interdependence   * Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually) * Understand, value, and care for others * Understand and value social, economic, and environmental interdependence and sustainability | How? | | Goals to develop Literacies   * Construct knowledge related to various literacies * Explore and interpret the world using various literacies * Express understanding and communicate meaning using various literacies | How? | | Goals to develop Social Responsibility   * Use moral reasoning processes * Engage in communitarian thinking and dialogue * Take social action | How? |   ***Outcomes and Indicators*** *(cut and paste from curriculum.gov.sk.ca)*  ***Treaty Outcomes and Indicators****:*   |  |  | | --- | --- | | ***FNMI***   * Content * Perspectives * Ways of knowing   ***TRC:*** | *Details* |   ***PGP Goals****:*  *1.*  *2.*  *3.* |

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| ***Assessment FOR Learning (formative)***  *(Assess the students during the learning to help determine the teacher’s next steps.)*   |  |  | | --- | --- | |  work samples  observations  journals  exit slips  learning centers  anecdotal records  checklist  games  conferences or interviews  portfolios (this is not a complete list) | [Please select a strategy, considering how it relates to the curriculum outcome, and **explain how** you will do this. For example, if you choose observation – state what you expect or hope to observe.] **How will you record this?** | |

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| ***Assessment AS Learning***  *(Guides and provides opportunities for each student to monitor and critically reflect on his/her/their learning and identify next steps) (e.g. self-assessment, peer assessment)* |

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| ***Assessment OF Learning (summative)***  *Assess the students after learning to evaluate what they have learned* |

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| **Stage 3 – Learning Plan**  Motivational/Anticipatory Set (introducing topic in a way that engages students, piques their curiosity   |  |  | | --- | --- | | * Joke * Song * Story * Diagram/photo/video clip * Gif * Action/scenario * Object   These are only a few ideas. Specify what you chose to get students interested. | Details: |   **Main Procedures/Strategies (Step by step)**  1.  2.  3.  4.  5.  6.  7.   |  |  | | --- | --- | | ***Adaptations/Differentiations (this should be a part of every lesson - consider your students):***  Content   * Resource * Questions asked   Process   * Instructional strategy * Assessment technique * Working group * Trigger warning given   Product   * Individual conferences * Reduced assignment   Environment   * Separate space * Earbuds   ***Quadrant needs*** ***addressed***:   * Spiritual * Emotional * Physical * Mental | Specifics |  |  |  | | --- | --- | | ***Closing of lesson*** *(the following are examples*   * Exit slip * One minute essay * Journal entry * Add to anchor chart * Self-assessment (achievement of “I Can” statements) | ***Details*** | |

***Personal Reflection***

*How was the lesson effective/not effective?*

*Changes made to the lesson while teaching?*

*Suggestions for a future lesson this topic:*