

Candidate's name: Gabby Lombardo

Grade/Class/Subject:	Grade 4- Language Arts	School:	St. Mary's
Date:	November 15 2022	Allotted Time:	9:25- 10:00
Topic/Title:	Introduction to Storytelling (Oral Stories)		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

Students will be taught about storytelling in a culture, focusing on oral storytelling. Students will be able to draw and reflect about what they have heard about storytelling. Connections from their past field trip will be made. This will be the introduction lesson for students as they will eventually write their own short story about their Indigenous animal nickname. Students are expected to be able to apply First Peoples' perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
COMMUNICATION – Communicating ✓ COMMUNICATION – Collaborating THINKING – Creative Thinking THINKING – Critical Thinking ✓ THINKING – Reflective Thinking ✓ PERSONAL AND SOCIAL – Personal Awareness and Responsibility PERSONAL AND SOCIAL – Positive Personal and Cultural Identity ✓ PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> • Students will be communicating with each other and the CT through collective brainstorm. • Students will have the opportunity to think critically about the stories and how they want to write their animals story. • Students will reflect on the importance of stories and why they hold cultural significance • Students can make personal connections to their own lives and how stories have impacted them.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ✓ Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. ✓ Learning recognizes the role of Indigenous knowledge. Learning is embedded in memory, history, and story. ✓ Learning involves patience and time. Learning requires exploration of one's identity. ✓ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<ul style="list-style-type: none"> • Teaching that learning occurs in the context of one's lived experience • Creating learning opportunities for students to connect the dots personally and develop a sense of interconnectedness • Teaching and learning is the responsibility of all members of the community • Indigenous knowledge contributes to the non-Indigenous understandings of the world • Story is about meaning – each person derives their own meaning from story; gaining wisdom is a process

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

Students will be expected to understand that the exploration of stories and other texts helps foster an understanding of themselves and make connections to others and to the world. They will also be able to draw connections to the First Peoples Principles that focus on oral traditions being a vital part of cultural awareness.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<ul style="list-style-type: none">• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking• Use and experiment with oral storytelling processes• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	<ul style="list-style-type: none">• Oral language strategies• Features of oral language• Presentation techniques• Forms, functions, and genres of text

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

- Introduction/Pre-Teaching lesson to summative assessment of creating a short story.
- Exit Ticket will be used as formative assessment
- Class Participation will also be used (think, pair, share and class brainstorm)

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

- Differentiations: The short video will be played twice. Instructions will be given orally and can be written on the board. When instructions are given teacher will be modelling each step and providing step by step explicit instruction
- Language Barriers: Students who require additional support can be moved to a table where the CT/EA can provide additional support such as scribing the written portion of the lesson
- Cross Curricular Connections: connection to Social Studies: focusing on cultural identity and recent Field Trip

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

Laptop Required with the video: Raven steals the light

Worksheets made for students to help with brainstorming

Creating space at front table for students to work who need additional support

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i>	<ul style="list-style-type: none"> • Greet students and ask them what they know about stories: types of stories, how they are told etc • Allow for “table group” brainstorming • Regroup and then write their ideas on the board • Explain to students that this is an introduction lesson to stories and the importance of stories 	5 minutes
BODY: <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	https://www.youtube.com/watch?v=74Y38Oy4AM4&list=PLiVF4Ce6dMMbimCD32MToV81LANJB3LC <ul style="list-style-type: none"> • Students will be asked to watch the video. Let students know they can move their seats to help them hear/see better (it is a longer video so making sure they are comfortable is important) • Before playing video:ask students to consider 3 questions: <ol style="list-style-type: none"> 1. Who is telling this story? 2. What is the story trying to tell/teach us? 3. Did the video help “tell” the story better? • Throughout the video, CT will have students close their eyes and just listen as if it was being told orally • After video has been watched, go over the 3 questions asked prior to the video • Extending question: if you heard the story told to you orally, would having people act out the story make it easier to understand? • After discussions, redirect students into thinking about their Indigenous animal nickname. • Explain that we will write our own Indigenous inspired animal short story • If time allows, have students starting their story brainstorm 	30 minutes
CLOSING: <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements</i> 	<ul style="list-style-type: none"> • Conclude by explaining to students that they will have an opportunity to work on this further in the next coming days. • Students will have time to “draft, edit and then create their final story” by the end of the month. • CT will collect their brainstorming sheets for next lesson to ensure they will not be lost • Let students know that if time allows class will collectively gather in a circle and share our stories. 	5 minutes

Name: _____

Date: _____

Indigenous Nickname Short Story Brainstorm Page

Animal Name: _____

What does your animal look like?

Where does your animal live?

What kind of Story do you want to tell?
