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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Gagan Vaid** |

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| **Grade** | Kindergarten | **Topic** | Socials Studies- *Diversity* |  | |
| **Date** | February 2020 | **Allotted Time** | 30 minutes |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| <https://www.youtube.com/watch?v=KJ1ygFknjYo> – Being Different is Beautiful | | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students will understand and recognize that we as individuals are all different from each other and it is what makes us unique from each other. Being different is beautiful. Students come from different backgrounds, traditions, cultures, and religions which makes the world a more diverse place. |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| ***Understand***  Big Ideas: Our communities are diverse and made of individuals who have a lot in common.  Essential or Guiding Questions: Our differences make us unique from each other. |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): Creative-students will create drawings on their individual hand to represent themselves and where they come from. Critical thinking- students will observe the video and gain an understanding of some differences that each student might have.  Curricular Competencies: Acknowledge different perspectives on people, places, issues, or events in their lives. (perspective) |
| ***Know***  Content Standards: Ways in which individuals and families differ and are the same. Personal and family history and traditions |

Fir*st Peoples Principles of Learning:*

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| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. I think this principle of learning relates to this lesson of self and identity because students are celebrating their differences by acknowledging their differences make them beautiful. |

**STAGE 2: Assessment Plan**

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| **Learning Intention:**  What will students learn? | I will learn that each individual is different from one another and that’s what makes us unique from each other. |
| **Evidence of Learning:**  How will students show their learning? | Students will show their learning through the hand diversity exercise. Students will create drawings to represent themselves. |
| **Criteria:**  What criteria will help students know how to be successful? | Teacher will go over instructions on the activity and what needs to be done. An example will be provided for the activity. |

**STAGE 3: Learning Plan**

**Resources, Material, and Preparation:** *What resources, materials, and preparation are required?*

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| Hand template, clothespins, yarn, pencil crayons, projector, special guest |

**Organizational/Management Strategies:** *(anything special to consider?)*

Students will work independently and are more then willing to share ideas with each other. When the special guest comes in, students will be sitting on the carpet and listening.

**Lesson Development**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| * **Teacher will introduce the topic by having students sit down on the carpet** * **Teacher will introduce the learning intention** * **Teacher will have students sit on the carpet and observe the video** * **Teacher will ask students-what differences they think students may have from one another** | * **Students will listen to teacher’s topic and learning intention about the topic** * **Students will observe video and see the differences that make us beautiful** * **Students will answer questions according to video and prior knowledge** | 10 minutes |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built-in guided practice?* | | | | **Pacing** |
| * **Teacher will give clear instructions on the task and have students sit at their desks** * **Teacher will also show her example of the handprint -clear expectations** * **Teacher will walk around and see who is on-task and off-task** * **Teacher will have a special guest (Miss. Vaid’s mom) sing a traditional song and play the piano as the closure** | | * **Students will listen to instructions and expectations** * **Students will go to the desk and grab materials** * **Students will create drawings that represent themselves for the task and hand it in to Miss. Vaid** * **Students will do coloring sheets if they finish early** * **Students will sit at the carpet and be respectful to guest as she arrives and sings a song as the closure** | | 20 mins |
| |  | | --- | | **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student tasks?* | | **Students will apply their learning through the hand-print task where they will create their drawings on their hand to represent themselves.** | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | | | | Pacing |
| *Students need to create drawings on their handprint*  Access | *Students can answer questions about the video*  Most | | *Students could present their handprint to the class or share with their partner their ideas*  Few |  |
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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*  **Students will solidify their learning by incorporating the lesson into their personal lives- by discussing with their families on the acceptance of differences and what they learned from this lesson. They can also model it into their own lives by accepting differences and celebrating them.** | | | | |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| I think what was successful about this lesson was the video that showed all the differences we come across every day. It really displayed all types of different individuals and used simple language to help Kindergarten students understand the concept of accepting differences. I think my story of my family originating from India, really helped my students connect to me because it really showed its okay to be different and come from different countries. I also think my students were a good audience when my mom came in and sang her traditional song. The students were interested and respectful towards her. I think this lesson went very well and I wouldn’t change a thing. This lesson was very special to me and my all-time favorite which I will remember for a long time. |