

## Bachelor of Education (Elementary) Mini-Lesson Plan

Lesson Title: My Name      Lesson# 2      Date: Nov 17 2021  
    English  
    Language  
 Name: Natalie Lewis      Subject: Arts      Grade(s): 4

### Rationale:

In this lesson students will be exploring their identity by reading a story to the class. By listening to the story and doing some reflections students will be able to have a better idea of who they are. This lesson will help students have a better understanding of their name and how it is part of their identity.

### Core Competencies:

Communication	Thinking	Personal & Social
	Questioning and investigating <ul style="list-style-type: none"> <li>Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.</li> </ul> (During this lesson students will have a chance to listen to the story and reflect. During the reflection some students may already know the story behind their name and others name need some time to reflect more about the questions that we will be exploring.)	Understanding relationships and cultural context <ul style="list-style-type: none"> <li>Students understand that their relationships and cultural contexts help to shape who they are.</li> </ul> (Students will develop a better understanding by hearing about the story book that shares a student's experience with their name.)

### Big Ideas

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Texts can be understood from different perspectives

### Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>• Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text (CC2)</li> <li>• Apply a variety of thinking skills to gain meaning from texts (CC4)</li> <li>• Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world (CC7)</li> <li>• Use oral storytelling processes (CC18)</li> </ul>	Strategies and processes (C2) <ul style="list-style-type: none"> <li>• reading strategies</li> <li>• oral language strategies</li> <li>• metacognitive strategies</li> <li>• writing processes</li> </ul>

#### Instructional Objectives & Assessment:

Instructional Objectives (Students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• Students will be able to explain why the main character did not like her name.</li> <li>• Students will be able to have a better understanding of who they are by learning about their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Book comprehension will be assessed through questions asking before, during and after reading the story. I will assess the students by asking questions and receiving answers. Clarification of answers can happen at this time if needed.</li> <li>• Students explore questions about their names. They will fill out the worksheets that are provided.</li> </ul>

#### Prerequisite Concepts and Skills:

<p>Students will need to have done the lesson prior which was about "Who Am I?" which started to explore their identity.</p> <p>Students will need to have previous knowledge about their stories and background information of their name.</p>
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#### Indigenous Connections/ First Peoples Principles of Learning:

<p>Learning requires exploration of one's identity.</p> <ul style="list-style-type: none"> <li>• This first people principles of learning is related to this lesson because the students will be required to explore their names. Exploration will be questions such as who named them, what is their name story, what culture their name is from.</li> </ul> <p>Learning is embedded in memory, history, and story.</p> <ul style="list-style-type: none"> <li>• Students will learn about the story of their name. Students will also reflect on the memories that they had with their families about the conversations that they had about their names. The history of their name if they were named after someone.</li> </ul>
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#### Universal Design for Learning (UDL):

Having the teacher read the book aloud to the students creates an environment for the students to learn through listening.  
 Engaging the students throughout the book to keep attention.  
 Giving multiple question to explore about their name allows for students to answers the ones that they know.

#### **Differentiate Instruction (DI):**

Speak one on one with the student while the rest are working individually and scribe their answers onto the worksheet.  
 Ask students to also write down the answers for their middle names and last names as well if they know the information.

#### **Materials and Resources**

Name Jar- Book  
 The worksheet My Name copies for the students

#### **Lesson Activities:**

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):            Introduce and practice the attention grabber “waterfall”.            Teacher will lead students in the saying a name and doing a move brain break.            Once everyone in the class has had a chance to participate then the teacher will ask students to sit down.            Teacher will write their full name on the board and the teacher will give examples of the types of questions the students will explore later.            Explain what identity means.</p>	<p>Students will practice with the teacher doing “waterfall”.            Students will say their name and do an action at the same time. The rest of the class will repeat the student’s action and say their name.</p> <p>Students will listen to teacher ask the examples are given.</p>	<p>2-3min</p> <p>2-3min</p>
<p>Body: Introduce the book.            Read the book to students. Walking around the classroom to allow for the students in the back to also see the pictures.            Ask students some exploring questions.</p> <p>Teacher will hand out worksheets. Teacher will tell students that they only need to fill in the information that they know right now. That they may have to ask their parents for some of the questions that they do not know.            Teacher will read over the questions and let students know that they have 10 min to complete these questions. Teacher will play music to help focus.</p>	<p>Students will listen to teacher read the story.</p> <p>Students can respond the exploring at this point and comprehension can be checked.</p> <p>Students will work individually on their worksheets.</p>	<p>15 min</p>

Closure: Give students time to talk with a partner to share their name story or other things they know about their name. Teacher will ask the students to put their worksheets in their agendas so that they can have conversations with their parents about their names.	Students will share with their partners their name story or other information that they know about their name.  Students will place their worksheets in their agendas to take home.	2min  10min
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**Organizational Strategies:**

Prepare my materials at recess before the lesson begins. Introduce "Waterfall" to get students attention. Music for individual work time.
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**Proactive, Positive Classroom Learning Environment Strategies:**

Encourage students to engage in the questions during Storytime by thanking students after sharing. Move around the classroom to allow for the all the students to see the pictures in the book. Reminding students to raise hands when questions are asked. Thanking students not only for sharing but also for raising their hand.
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**Extensions:**

Encourage the students to share with the class one of the sections that they completed.
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**Reflections (if necessary, continue on separate sheet):**

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