 **LESSON PLAN (2024)**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | 7 English Language Arts | School: | Skeena Middle School |
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| Date: | March 4th 2024 | Allotted Time: | 64 min |
| Topic/Title: | Exploring Personification | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](about:blank)

| *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.* |
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| - students will be able to define personification  - students will be able to identify examples of personification in literature  - students will create their own examples of personification |

1. **CORE COMPETENCIES**

**Key resources:** [https://curriculum.gov.bc.ca/competencies](about:blank)

| **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 | * students engage in discussions, sharing ideas, asking questions, and observations * students practice written communication in written work * students collaborate in group discussion and activities * students think creatively during the written process and during group discussions * students think critically during analyzing the examples of personification * students will practice reflective thinking by peer feedback and class reflection * students will draw from their experience, culture and perspective to create their own writing |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

| **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. | * students will be encouraged to reflect on their own experiences and connections * i will provide lots of time and opportunities for students to practice, be creative and ask questions |

1. **BIG IDEAS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (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?* |
| --- |
| Language and [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#) can be a source of creativity and joy.  Exploring and sharing multiple perspectives extends our thinking.  Developing our understanding of how language works allows us to use it purposefully.  Exploring [stories](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) and other [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) helps us understand ourselves and make connections to others and to the world. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum)

| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| --- | --- |
| Recognize and appreciate how [different features, forms, and genres of texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#) reflect different purposes, audiences, and messages  [Think critically, creatively, and reflectively](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#) to explore ideas within, between, and beyond texts  Recognize and identify the role of [personal, social, and cultural contexts, values, and perspectives](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) in [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;)  Construct meaningful personal connections between self, [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#), and world  [Exchange ideas and viewpoints](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#) to build shared understanding and extend thinking  Transform ideas and information to create original texts | Story/text   * [tex](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;)t * [literary devices](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;)   Strategies and processes   * [reading strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) * [metacognitive strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) * [writing processes](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;)   Language features, structures, and conventions   * [conventions](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](about:blank) and[https://curriculum.gov.bc.ca/classroom-assessment](about:blank)

| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? 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?* |
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| * observation of participation and engagement in discussions and activities * group participation, observing contributions to group discussion * writing assignment |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](about:blank)

| *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.* |
| --- |
| * use multiple examples of personification including poems, short stories, novels * varied forms of engagement including, group discussion, writing task, handouts, and activities * use diverse forms of examples from different cultures and perspectives * provide additional support for students that need it, for example visual aids, extra time, |
| **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.* |
| * cheat sheet for personification with examples * list of examples of personification * whiteboards * markers * paper * pencils * video <https://youtu.be/YhleJRpyb-Y> |

1. **LESSON OUTLINE**

| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| --- | --- | --- |
| **OPENING:**  *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* | Review and Introduction of next topic   * review metaphor and simile as a form of figurative language and we are moving on to a new form of figurative language * Does anyone do their homework? * introduce the word personification * Ask if anyone knows what personification means? * Personification in writing gives human characteristics to nonhuman things. * hand out cheat sheet | 7 min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *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* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Definition, examples and group analysis   * show video on personification * <https://youtu.be/YhleJRpyb-Y> * provide examples and analyze in table groups * give students personification sentence and on whiteboards write down the non-human thing being personified and what human characteristics are being attributed * if students are understanding after a few add asking students to identify the effect of personification on the reader  1. The stars danced playfully in the night sky 2. The wind whispered secrets through the trees 3. The flowers nodded their heads in agreement 4. The sun smiled down on the earth below 5. The waves angrily crashed against the shore 6. The old house groaned and creaked in the wind 7. Time flies when you are having fun 8. The raindrops danced on the windowpane 9. The leaves rustled and whispered secrets to each other 10. The mountain stood tall, watching over the valley below   Group practice and activity   * have students get a piece of paper and let them know we are going to create a poem/paragraph together * together as a class come up with a list of non-human objects or animals (examples if no participation)  1. sun 2. wind 3. tree 4. river 5. moon 6. raindrops  * then together as a class come up with a list of human characteristics or actions (examples if no participation)  1. smiled 2. whispered 3. laughed 4. danced 5. winked 6. played   Independent work   * now ask students to create a few sentences or a paragraph from the list of non-human objects/animals and the human characteristics * have students hand in the sentences they create | 30 min  25 min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | * review the definition and examples * let students know we will be continuing to explore more examples of figurative language and to keep looking for examples while reading, watching tv or tik tok or in everyday life * clean up | 6 min |

1. **REFLECTION** *(anticipate if possible)*

| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modeled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| --- |
| * the lesson flowed nicely and the time allocate for each section seemed to be enough * i would used the video again, the students said they liked it alot, i would also keep the activity using the whiteboards but i would let students pick their groups, the table groups were not working well together * I would also be prepared for students who finish fast with another activity ready or an exit ticket. * I found the lesson let the students understand what personification was, they could define and fine examples in the sentences and could write their own examples. I could tell that the majority of class understood so for my next lesson i plan to move on to hyperbole for our next look at figurative language. * this lesson demonstrated a commitment to students intellectual, social and emotional development by providing engaging and inclusive learning experiences * This lesson demonstrated professional integrity by promoting fairness and respect in the interactions of students and myself. I showed a positive and supportive learning environment * by showing examples of personification that the students understood, could relate to i showed respect for diversity * by creating a supportive and inclusive learning environment i fostered relationships * the lesson aligned with the BCFT code of ethics by promoting the well-being and success of all students, fostering respect and inclusivity, and demonstrated commitment to ongoing growth. * the lesson observation focus would be engagement and participation, how the students understood the application, collaboration and communication from students, assessing formative assessment, classroom management, |