** LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | grade 3, Second Language | School: | Thornhill Primary |
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| Date: | February 26, 2025 | Allotted Time: | 25 min |
| Topic/Title: | Sm’algyax Number Origami Game | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *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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| The purpose of this lesson is to reinforce students' understanding of Sm’algyax numbers (1-10) through a hands-on origami activity. Students will practice recognizing, saying, and applying the numbers in an engaging and interactive way. |

1. **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 | * students will practice saying and recognizing Sm’algyax numbers while engaging in a hands on activity and interacting with peers * students will follow the step by step instructions to create the origami game, problem-solve during the folding process, and apply their knowledge of numbers in a meaningful way * students will develop an appreciation for indigenous languages and cultural learning, fostering respect and awareness of First Peoples traditions |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

| **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 connect with indigenous language revitalization and the importance of oral traditions * folding origami requires careful, step-by-step effort, reinforcing the value of learning * student sengage with Sm’algyax, an Indigenous language, fostering cultural awareness and appreciation |

1. **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?* |
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| Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. |

1. **LEARNING STANDARDS/INTENTIONS**

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

| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| --- | --- |
| [Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core#) | [cultural characteristics and ways of life of local First Peoples and global indigenous peoples](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core#) |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

| *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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| Formative assessment   * observe student participation during the Sm’algyax number review * check for understanding during the folding process * ask questions (“What number do you have here? Can you say this number in Sm’algyax?”) * circulate and listen as students play the game, ensure they are using the numbers correctly |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *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.* |
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| * will have step-by-step visual folding guide * the numbers are pre-cut, the paper is pre cut * will show all the steps for folding step-by-step * will have a demo model |
| **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.* |
| * paper for folding * Sm’algyax numbers 1-10 pre cut * Glue sticks * visual aids * folding guide * document camera |

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* | Introduction  Teacher  “Today, we’re going to continue learning and practicing Sm’algyax, the language of the Tsimshian people. In our last few lessons with Ms.Ashley and in Social Studies we learned numbers 1-10 in Sm’algyax. Now we’re going to use those numbers to create something fun! We’ll make an origami finger game and use it to practice the numbers we have learned.”  Display the Sm'algyax numbers for students to see  “We're going to go over the numbers 1-10 one more time, so everyone remembers them. I’ll say a number, and I want you to repeat after me in Sm’algyax.”  Teacher   * go through numbers 1-10, students repeat after teacher | 3 minutes |
| **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 modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Origami Sm’algyax finger game  “Now that we’re familiar with the numbers, let’s start folding our origami finger game. I’m going to show you step-by-step how to fold it. Watch closely, and I’ll guide you through each fold.”  Teacher   * should students how to fold the square paper step-by-step * provide clear simple instruction * follow the folding guide * demonstrate each step for students to follow * wait for students at each step   Independent Activity  “Now it's your turn to use the pieces provided to glue on your pieces and choose where they go.”   * show students how to glue (glue number squares, then glue to paper) * show students where to put on the origami game * make sure students use enough glue * students can decide on the order and where they put the pieces   Partner practice  “Now that you’re finished our finger games, it’s time to practice. Pair up with a classmate and use your finger games to say the numbers in Sm’algyax.”   * students take turns using their own game * students say the numbers out loud * teacher will circulate and listen to students playing the game * remind students to listen carefully to partner and help each other with the pronunciation if needed | 20 minutes |
| **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* | Wrap up  “Great work everyone! Please head back to your desk. Before we finish, let's say the numbers 1-10 altogether one more time.”   * as a whole say numbers 1-1- in Sm’algyax | 2 minutes |

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 modelled 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?* |
| --- |
| This lesson incorporated hands-on learning, second-language practice, and cultural connection. In Social Studies I had been teaching Indigenous education including, land transportation, summer and winter homes, and introducing Hoobiyee. I also had a special guess, Anna Ashley, come in and share stories, cultural connections, and activities. This lesson had so many cross curricular connections and fit so perfectly into what I was teaching. I was very proud of this lesson. One challenge I had was time management. Although the activity was engaging, completing all the steps felt rushed within the 25min block. Moving the activity to a longer or more flexible block may allow for a better pace so students can complete the activity. Another part that I need to work on is using the document camera. I find it hard to get it in the right spot for students to see me folding and molding the steps, this will just take more practice from me to be comfortable with using it. |