

## Lesson Plan #1:

2:30-2:55

**Subject/Grade: Social Studies Grade 1/2**

**Lesson Title: Family Blanket**

**Teacher: Ms. Flunder**

### **Stage 1: Identify Desired Results**

**Outcome(s)/ Indicator(s):**

## **Social Studies:**

### **IN1.2**

**Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.**

b) Recognize that families are varied and diverse.

d) Identify ways in which families are similar and ways in which families are different.

## **English Language Arts:**

### **CR1.1**

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- identity (e.g., All About Me)
- community (e.g., Friends and Family)
- social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.

a) View, **listen** to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility.

b) **Make and share connections among texts, prior knowledge, and personal experiences (e.g., family traditions).**

## CC1.1

Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:

- identity (e.g., Feelings)
- community (e.g., Neighbourhood)
- social responsibility (e.g., Plants and Trees).

a) Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility.

## Arts Education:

### CP1.8

Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).

f) Describe own sources of ideas for art works, and discuss ideas in the art works of others such as picture book illustrations.

g) Develop co-ordination and skills in using simple visual art tools and various materials/media.

h) Make decisions about art media, tools, and paper size in creating a visual art expression.

## Treaty Education:

**TRK1 : Examine the diversity of First Nations peoples living in Saskatchewan starting with the classrooms and communities in which they live.**

- Share, in a variety of ways, the languages and traditions that exist within their families, classrooms and communities.

**Key Understandings: ('I Can' statements)**

I can recognize members in my family.

**Essential Questions:**

Who are members that are in my family?

Are my classmates' family members the same or different?

<p>I can recognize people have different members in their family than me.</p> <p>I can recognize family languages (names) are different in other families.</p> <p>I can explain the meaning of family.</p> <p>I can draw my family.</p> <p>I can write a sentence with help.</p>	<p>Do I have any animals in my house?</p>
<p><b>Prerequisite Learning:</b></p> <p>Students should have an understanding of who lives with them and should be able to represent this through pictures.</p>	
<p><b>Instructional Strategies:</b></p> <p>Compare and contrast  Listening and viewing  The discussion method  Exercises</p>	
<p><b>Stage 2: Determine Evidence for Assessing Learning</b></p>	
<p><b>Social Studies:</b></p> <p>During partner discussion students should be able to spot at least two similarities and at least two differences between their family and their classmates. This will be observed during the whole group discussion where students will be asked to tell the class their differences and similarities.</p> <p><b>English Language Arts:</b></p> <p>Students should listen attentively during reading; this will be shown with listening cues (direct eye contact, quiet bodies..) and will be able to add one point of discussion with connection to their own families.</p>	

## Arts Education:

Students should be able to identify different art works (families) included within the book, they should have been able to identify one artwork with connection to their families. Students will choose their form of artwork and resources with connection to their families.

## Treaty Education:

Students will share what family means to them and express their ideas through their artwork.

### Stage 3: Build Learning Plan

#### Set (Engagement):

**Length of Time:** 7 mins

Ask students for the definition of family; discuss this definition and make sure the definition works for every family. Read a book about families. Once the book is finished ask the students who different members of the family are; and how sometimes people call people different names but they mean the same thing. Talk about how families are different in many different ways; including cultural identity.

#### Development:

**Time:** 15 mins

Ask students to think about who is in their family; close contact. Students will draw their families and colour the picture. They will then write 1-2 sentences about their families.

#### Learning Closure:

**time:** 5 mins

Students will partner up with another student to discover more about the classmates family. They will talk about the differences and similarities they have with their partner.

#### Materials/Resources:

Book: "Family book"

-Borrowed from library

Pencils

Erasers

Blank sheets of paper

Markers

#### Possible Adaptations:

Other writing utensils

Examples of families

#### Differentiation:

Fidget spinners

Movement breaks

#### Management

Strategies:

Eyes on me

Rules of the classroom

Quiet bodies

	<p>Calling students up who are losing focus</p> <p>Keeping each activity to a minimum</p> <p><b>Safety Considerations:</b></p> <p>Making sure students have clean hands- use hand sanitizer or wash</p> <p>Limit sharing of materials</p>
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**Stage 4: Reflection**

**Lesson Plan #2:**

<p><b>Subject/Grade: Social Grade 1/2</b></p> <p><b>Teacher: Ms. Flunder</b></p>	<p><b>Lesson Title: Family Tradition</b></p> <p><b>Time: 2 days</b></p>
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**Stage 1: Identify Desired Results**

**Outcome(s)/ Indicator(s):**

**Social Studies:**

## IN1.1

Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.

a) Generate questions about family traditions and celebrations (e.g., Are special clothes worn? Is there special food? Are there special dances, songs, music? Are there other special cultural traditions?).

b) Describe behaviours, actions, or activities that are part of students' family traditions or celebrations.

e) Compare how families recognize important family events (e.g., What is the same about how a student and a friend/classmate recognize family birthdays, weddings, deaths? What is different?).

## English Language Arts:

### CC1.1

Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:

- identity (e.g., Feelings)
- community (e.g., Neighbourhood)
- social responsibility (e.g., Plants and Trees).

a) Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility.

b) Dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.

## Arts Education:

### CP1.8

Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).

f) Describe own sources of ideas for art works, and discuss ideas in the art works of others such as picture book illustrations.

g) Develop co-ordination and skills in using simple visual art tools and various materials/media.

h) Make decisions about art media, tools, and paper size in creating a visual art expression.

## Treaty Education:

**TRK1 : Examine the diversity of First Nations peoples living in Saskatchewan starting with the classrooms and communities in which they live.**

Share, in a variety of ways, the languages and traditions that exist within their families, classrooms and communities.

### **Key Understandings: ('I Can' statements)**

I can recognize special traditions in my family.

I can understand traditions are different to others.

I can describe what a tradition is.

I can explain to others what traditions in my family are.

### **Essential Questions:**

What is a tradition?

How does your family celebrate traditions?

How are your traditions different from others?

### **Prerequisite Learning:**

Students should have an idea of traditions (Special event) they have at home with family.

### **Instructional Strategies:**

Discussion method

Exercises

Games

Discussion

## Stage 2: Determine Evidence for Assessing Learning

### Social Studies:

Students will describe a classmate's tradition using playdough. They should be able to make at least one picture using playdough of a classmate's tradition and describe the playdough picture using words. After partners will be asked to tell us one difference they have in their traditions.

### English Language Arts:

Students will use their playdough to express their understanding of their classmates' tradition (community). Students should also be able to express different feelings, ideas within their own traditional stories. This will be assessed during a walk around; students should have at least two examples of feelings or ideas.

### Arts Education:

Students will be able to represent classmates' traditions through use of playdough, they will choose the tools and how they would like to display their classmates' traditions. Students will then describe the classmates' tradition using words; which will share their ideas of why they chose to create that artwork.

### Treaty Education:

Students will share a classmate's tradition through playdough artwork and words.

## Stage 3: Build Learning Plan



**Set (Engagement):****Length of Time:** 5 mins

Ask students what a tradition is; ask them to think of some examples of traditions they celebrate. Ask them to think of the clothing, the food, the people who are a part of the tradition, etc. I will then tell them one of my traditions, some students may find they have a similar tradition or some may not have the same tradition.

**Development:****Time:** 20 mins

Students will partner up with another student to learn about a tradition of another student; students will be asked to ask the other students questions about their tradition such as Are special clothes worn? Is there special food? Are there special dances, songs, music? Are there other special cultural traditions?

**Learning Closure:****time:** 10 mins

Students will talk with a partner to find out about a special tradition they do in their home. Then they will make a picture using playdough to tell the story of their partners tradition. After both students tell the class about their partners tradition they will be asked to tell the class 1 difference about their traditions.

**Materials/Resources:**

Tradition worksheet

Pencils

Erasers

**Possible Adaptations:**

Bring in a completed worksheet

Bring in pictures to show students my traditions

Time limit for each student

**Differentiation:**

Fidget spinners

Movement breaks

**Management**

Strategies:

Eyes on me

Rules of the classroom

Quiet bodies

Calling students up who are losing focus

Keeping each activity to a minimum

**Safety Considerations:**

Use hand sanitizer to limit contact between students and smartboard

**Stage 4: Reflection**

**Lesson Plan #3:**

**Subject/Grade: Social Grade 1/2**

**Lesson Title: Diversity of families**

**Teacher: Ms. Flunder**

**Stage 1: Identify Desired Results**

**Outcome(s)/ Indicator(s):**

**Social Studies:**

**IN1.2**

**Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.**

c) Explore the diversity of ways of life for families (e.g., language, clothing, food, art, celebrations).

e) Explore attributes common to cultural groups represented within the classroom and school (e.g., foods, arts, festivals, Treaties, leisure time activities, community celebrations).

**Arts Education:**

## CH1.1

### Describe the arts and cultural traditions found in own home and school community.

b) Identify different kinds of arts expressions in home and community (e.g., different types of music on the radio, buildings/architecture, graphic images on commercial products, furniture and clothing design, jewellery, photography in the home, community dance or theatre).

d) Respond to arts expressions found in your own home and community, both verbally and non-verbally (e.g., through movement or drawing).

## Treaty Education:

### TR11

#### Examine how sharing contributes to treaty relationships.

a) Describe how sharing occurs in families, classrooms and communities

#### Key Understandings: ('I Can' statements)

I can explain cultural information about my family.

I can explain cultural information about my friends.

I can represent my cultural information with pictures.

I can with my classmates create a definition for diversity.

#### Essential Questions:

What are diverse ways of life in my family?

How is my family's cultural information different from my classmates?

What clothing do I wear?

What food do I eat?

What language do I speak?

What art do I see in my community or house?

What celebrations do I celebrate?

#### Prerequisite Learning:

Students should have an understanding of their families diversity and ways of life.

**Instructional Strategies:**

Discussion method

Listening and viewing

Exercises

**Stage 2: Determine Evidence for Assessing Learning****Social Studies:**

Students will be assessed on their diversity person. They should be able to draw at least one picture for each discussion point; language, clothing, food, art, celebrations.

**Arts Education:**

Students should be able to identify two different ideas for diversity from the video. Students will respond to their ideas through words and pictures.

**Treaty Education:**

Students should understand that families share language, clothing, food, art, celebrations. This will be expressed during group discussion and our people cut out activity.

**Stage 3: Build Learning Plan**

<p><b>Set (Engagement):</b></p> <p>Students will watch a short video about diversity; <a href="#">Same difference</a>. This video is about two little girls who were first cousins who always played together. One was a brown coloured child and one was a tan; one day the two children looked in the mirror and saw only differences between the two (skin colour, hair length). Their grandmother tells them about how they came from two people who are diverse and that they are both different and beautiful in their own way.</p>	<p><b>Length of Time:</b> 5 mins</p> <p><b>Materials/Resources:</b></p> <p>Youtube video- same difference</p> <p>People cutouts</p> <p>Markers</p> <p>Pencils</p> <p>Erasers</p>
<p><b>Development:</b></p> <p>Students will discuss the two little girls in the book. We will have a short discussion about diversity and how some families speak another language at home or in the community, wear different clothing than us, eat food we don't eat, have different art works and have different celebrations.</p>	<p><b>Time:</b> 5 mins</p> <p><b>Possible Adaptations:</b></p> <p>Different manipulatives/ loose parts</p> <p>Smaller groups</p>
<p><b>Learning Closure:</b></p> <p>Students will receive a people cutout; they will be able to decorate their person however they wish. Adding facial features and then will add pictures of their favourite food, a picture to represent their language, clothing they wear, celebrations they celebrate, and drawing a picture of an artwork they have seen in their community.</p>	<p><b>time:</b> 15 mins</p> <p><b>Differentiation:</b></p> <p>Fidget spinners</p> <p>Movement breaks</p> <p>Bring in a done diversity person template</p> <p><b>Management Strategies:</b></p> <p>Eyes on me</p> <p>Rules of the classroom</p> <p>Quiet bodies</p> <p>Calling students up who are losing focus</p> <p>Keeping each activity to a minimum</p> <p><b>Safety Considerations:</b></p> <p>Use hand sanitizer to limit contact between</p>

	students and smartboard
<b>Stage 4: Reflection</b>	

**Lesson Plan #4:**

<b>Subject/Grade: Social Grade 1/2</b> <b>Teacher: Ms. Flunder</b>	<b>Lesson Title: The colours of our skin</b>
<b>Stage 1: Identify Desired Results</b>	
<p><b>Outcome(s)/ Indicator(s):</b></p> <p><b>Social Studies:</b></p> <p><b>IN1.2</b></p> <p>Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</p> <p>a) Describe positive attributes of the individual students' families.</p>	

b) Recognize that families are varied and diverse.

c) Explore the diversity of ways of life for families (e.g., language, clothing, food, art, celebrations).

d) Identify ways in which families are similar and ways in which families are different.

## Arts Education:

### CP1.8

Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).

g) Develop co-ordination and skills in using simple visual art tools and various materials/media

## Treaty Education:

### TR11

**Examine how sharing contributes to treaty relationships.**

a) Describe how sharing occurs in families, classrooms and communities.

#### Key Understandings: ('I Can' statements)

I can define diversity.

I can recognize that our differences make us who we are.

I can identify ways families are different from one another.

#### Essential Questions:

How are families varied and diverse?

Are Families varied and diverse?

What ways are families different?

What ways are families similar?

#### Prerequisite Learning:

Students will have learnt about diversity and differences that their families have during a previous lesson.

**Instructional Strategies:**

Visual hooks  
Listening and viewing  
Games  
Structured overview

**Stage 2: Determine Evidence for Assessing Learning**

**Social Studies:**

Students will be assessed with their flowers, they should have correct titles with following directions and be able to make at least one idea under each title with pictures and words.

**Arts Education:**

Students will use different visual art tools to display their ideas in their flowers, they should use at least two art tools (pencils, crayons).

**Treaty Education:**

Students will further show understanding of their Language, Siblings, Clothing, Food, Celebrations, Traditions, through words and pictures. They should have at least one word and picture under each title (with help).

**Stage 3: Build Learning Plan**



<p><b>Set (Engagement):</b></p> <p>-Explain to students that flowers are all unique and beautiful and so are families! No one family is the EXACT same as the next; same with flowers.</p> <p><b>Development:</b></p> <p>mins</p> <ul style="list-style-type: none"> <li>● Handout a premade flower</li> </ul> <p>-on the bigger side so students have room to create their pictures</p> <p>-Middle of the flower will be titled “Different Families”</p> <p>-<i>Each petal will have a title:</i></p> <ul style="list-style-type: none"> <li>● Language</li> <li>● Siblings</li> <li>● Clothing</li> <li>● Food</li> <li>● Celebrations</li> <li>● Traditions</li> </ul> <p>Students will write the answer under the title and draw a picture representation of their answer!</p> <p><b>Learning Closure:</b></p> <p>-Students will share with a partner</p> <p>-Each student will share one petal with the class (if they are comfortable doing so)</p>	<p><b>Length of Time:</b> 3 mins</p> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>● Premade Flower for students</li> <li>● Writing utensils</li> <li>● Drawing utensils</li> <li>● Colouring utensils</li> </ul> <p><b>Possible Adaptations:</b></p> <p>Different manipulatives/ loose parts</p> <p>Smaller groups</p> <p><b>Differentiation:</b></p> <p>Fidget spinners</p> <p>No time limit for smartboard activities</p> <p>Movement breaks</p> <p><b>Management Strategies:</b></p> <p>Eyes on me</p> <p>Rules of the classroom</p> <p>Quiet bodies</p> <p>Calling students up who are losing focus</p> <p>Keeping each activity to a minimum</p> <p><b>Safety Considerations:</b></p> <p>Use hand sanitizer to limit contact between</p>
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	students and smartboard
<b>Stage 4: Reflection</b>	

**Lesson Plan #5:**

<b>Subject/Grade: Social Grade 1/2</b> <b>Teacher: Ms. Flunder</b>	<b>Lesson Title: Our families are special</b>
<b>Stage 1: Identify Desired Results</b>	
<p><b>Outcome(s)/ Indicator(s):</b></p> <p><b>Social Studies:</b></p> <p><b>IN1.2</b></p> <p><b>Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</b></p>	

a) Describe positive attributes of the individual students' families.

## English Language Arts:

### CC1.1

**Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:**

- identity (e.g., Feelings)
- community (e.g., Neighbourhood)
- social responsibility (e.g., Plants and Trees).

a) Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility.

b) Dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.

## Arts Education:

### CR1.1

**Demonstrate understanding that the arts are a way of expressing ideas.**

e) Share thoughts and feelings evoked by works of art.

## Treaty Education:

### TR11

**Examine how sharing contributes to treaty relationships.**

a) Describe how sharing occurs in families, classrooms and communities.

**Key Understandings: ('I Can' statements)**

I can write a short sentence with help about my family.

I can draw a picture that represents why I love my family.

I can define a positive attribute.

I can define the definition of family.

**Essential Questions:**

What makes your family special?

Who is in your family?

What is your favourite part about your family?

How do you share your time with your family?

**Prerequisite Learning:**

Students will have been taught letter sounds and word formation. They will have been taught what a family is and who is in our families.

**Instructional Strategies:**

Discussion method

Listening and viewing

Exercises

**Stage 2: Determine Evidence for Assessing Learning**

**Social Studies:**

Students will be able to write a sentence with help and draw a picture representing a positive attribute about their families.

**English Language Arts:**

Students will express their ideas about positive attributes in their family (community) through one drawing and writing one sentence. Students will create an attribute list through their own ideas of their family (at least one idea per student).

**Arts Education:**

Students will form ideas around family and family's positive attributes during video; then will express their ideas through their artwork and sentence(s). Students should have at least one drawing representing a positive attribute and create a sentence with help about their positive attribute.

## Treaty Education:

Students will show one positive attribute that their family (community) shares through their artwork and sentence.

### Stage 3: Build Learning Plan

**Set (Engagement):**

**Length of Time:** 3 mins

As a whole group lesson watch; [Sesame Street: I love my family with Julia's family.](#)

**Development:**

**Time:** 10 mins

As a whole group discussion review the definition we came up with previously in the week defining family; then come up with a definition for positive attributes (traits); kind, gentle... As a whole group list some positive attributes that define families. Make a list on the Smartboard.

**Learning Closure:**

**time:**

Students will be instructed to draw a picture of their family that represents a positive attribute that their family has. After students have completed their pictures they will use the attribute list on the board to form a sentence about the positive attributes that their family has.

**Materials/Resources:**

- Youtube video
- My family worksheets
- Pencils
- Erasers

**Possible Adaptations:**

Different manipulatives/ loose parts

Smaller groups

**Differentiation:**

- Fidget spinners
- No time limit for smartboard activities

Movement breaks

**Management**

Strategies:  
Eyes on me

Rules of the classroom

	<p>Quiet bodies</p> <p>Calling students up who are losing focus</p> <p>Keeping each activity to a minimum</p> <p><b>Safety Considerations:</b></p> <p>Use hand sanitizer to limit contact between students and smartboard</p>
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**Stage 4: Reflection**

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