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| **Planning a grade 1 social studies lesson** | | | | | | | | | | | | |
| **Date:** | | | | | | **Title of Lesson: Read Aloud lesson using**  **Morning on the Lake by Jan Bordeau Waboose**  http://t2.gstatic.com/images?q=tbn:ANd9GcTqTpsbdrwDyfugWTC1-rcZAkirBFk-2spJpD_P7GzqdwnZ3Eyv | | | | | | |
| **Curriculum Area:**  **Social Studies** | | | | | | **Unit of Study: Grade 1**  **Heritage and Identity** | | | | | | |
| **Critical Thinking Challenge: Design to Specs (specifications)**  **If you wanted to make a picture and a story about someone who taught you something important what would that picture have in it?** | | | | | | **Framing question: Who in your family has taught you something important about your world?** | | | | | | |
| **Learning Expectations** | | | | | | | | | | | | |
| **Academic:**  **A2.2-** Gather and organize information on significant people in their lives that contribute to the development of their roles, relationships, responsibilities and identity.  **Students will Understand that…** (the Big Idea)  People in our families who are important to us and who teach us about how to behave help us to form our identity (know who we are). | | | | | | | **Students will know…** (content/facts)  That the descendants of the first people to live in Ontario are called Aboriginal people. They have lived here longer than anyone else. They still live here.  Grandparents are important teachers in Aboriginal families;  **Students will be able to…** ( critical thinking skills)  *Decode the puzzle* (predict what will happen in the story based on evidence in pictures.)  *Design to Specs-* Draw a picture and tell the story of someone who has been important in shaping their identity | | | | | |
| **Assessment Strategies:** | | | | | | | | | | | | |
| **How will you know that each student:**  **Understands the Big Idea?**  Each child will be asked to think of something important that they have been taught by a family member. They will draw a picture and write a sentence or two about what is happening in the picture. | | | | | | | | |  | | |  |
| **Knows the content?**  The students will be given a booklet entitled, What we Know about Ontario’s First People. Into this booklet they will add information as the year progresses.  **Is able to do the skill?** | | | | | | | | |  | | |  |
| Their picture and story will reveal their ability to do this Design to Specs task. | | | | | | | | |  | | |  |
| **Materials/Resources** | | | | | | | | | | | | |
| Teacher Resources  Morning on the Lake by  Jan Waboose | | | | Human Resources | | | | Student Materials:  Paper for drawing and writing their stories. Markers for colouring. The booklet about Aboriginal peoples. | | | Equipment  Chart stand, paper and markers | |
| **Personal Notes/Reminders/Homework/Other Considerations:** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| \*Groupings: W = Whole class, S= Small Group I = Independent | | | | | | | | | | | | |
| **Delivering the Lesson** | | | | | | | | | | | | |
| **Timing** | **Grouping** | | | | **Section** | | | | | **Materials** | | |
| **W** | **S** | **I** | |
|  | X | x |  | | **Hook/Mental Set:**  K/W/L What do we know about Aboriginal peoples?  Review the agreements and routines for listening to a story while sitting on the rug.  Show the cover of the book and ask class to T/P/S about what they see on the cover.  Ask for predictions about when this is happening.  Ask for connections to their own lives.  Ask for connections to other text/media knowledge.. | | | | | Chart paper and markers.  The picture book. | | |
| 5 | x |  |  | | **Sharing the Purpose/Objectives:**  Explain that you are wondering about how we learn about who we are, our identity. “I’m thinking this book may teach us something about how this boy is learning about what kind of people he and his family are.” As I read the story, see if you can think about what he has already learned and what new things he is learning. | | | | |  | | |
|  | x |  | x | | **Body:**  Read part one; Morning. Stop at appropriate times to ask for predictions and connections.  Use T/P/S strategy whenever possible.  Lead the discussion about what the boy had previously learned and has learned today.  Ask the group to brainstorm things they have learned from people in their families. Prompt with suggestions: How to cross the street safely, how to feed wild animals, care for pets, play games, get dressed etc. Write words and do a quick sketch for those who need it.  Describe the seat work that will assess their understanding of the Big Idea. Take questions. Provide materials and dismiss to seats to work when they can tell you what they intend to draw. | | | | | Chart paper for Story ideas  Paper and markers on their tables for students to use.  What we know about Aboriginal peoples bookets | | |
|  | x | x |  | | **Closure:** Have students post their drawings and do a gallery walk to share what they have drawn and written about their learning. | | | | |  | | |