

Candidate's name: Amanda Sumption

Grade/Class/Subject:	Grade 4/English Language Arts	School:	Intermediate Elementary
Date:	March 28, 2022	Allotted Time:	2 hours 20 minutes
Topic/Title:	Legends & Myths		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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.

This lesson will be the last in 3 part series of lessons. In this lesson the students will focus on creating their own legend or myth. Students will review and activate prior learning, working in groups and as a class in order to build their understanding and brainstorm new ideas for writing. This lesson will build on the frameworks explored previously in the unit, culminating in the creation of their own legend or myth. This lesson may take place during one long ELA block or broken up into multiple smaller lessons. A final summative assessment will occur at the completion of this unit with a collection and review of all of the completed texts.

2. 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.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communication:</p> <ul style="list-style-type: none"> -Students will continue building their communication skills, collaborate with their peers, as well as developing their listening skills and contributing to deeper understanding of the topic. -Throughout the lesson students will be given opportunities to collaborate with their peers, reviewing key concepts, reflecting on previous learning and expanding their learning. <p>Collaborating:</p> <ul style="list-style-type: none"> -Students will value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit. -Students will collaborate with their peers and offer support and feedback throughout the creation of individual legends and myths. <p>Creative Thinking:</p> <ul style="list-style-type: none"> -A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge -Students will reflect on their previous knowledge and beliefs of the meaning of legends and myths. -Students will reflect on their learning and use their imaginations to create new unique texts.

	<p>-Students will take risks and share their thinking with other students.</p> <p><u>Critical Thinking:</u></p> <p>-Students will use their critical thinking skills to analyze the texts they are introduced to, explore different possibilities, and create their own writing.</p> <p>-Students will use their critical thinking to assist in the create of their own individual texts.</p> <p><u>Reflective Thinking:</u></p> <p>-Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others.</p> <p>-They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions.</p> <p>-Students think critically to develop ideas.</p> <p>-They work with clear purpose and consider the potential uses or audiences of their work.</p> <p><u>Positive Personal and Cultural Identity:</u></p> <p>-Students will work on their personal and social skills by contributing to the development of a safe environment where all students are encouraged and supported in sharing their ideas.</p>
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

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

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Throughout this unit students have been reflecting on different forms of texts and their connectedness to people, place, and land. In this lesson students will be introduced to several new Indigenous texts which will offer a unique perspective on oral storytelling and tradition. Students will continue reflecting on this connection while working together to support their peers through this process. Students will build on their oral story telling skills in the development and presentation of their own original texts. The teacher and students will reflect their learning in this unit and appreciate that learning involves patience and time.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

By the end of this lesson students are expected to understand that language and text can be a source of creativity and joy and that texts can be understood from different perspectives. Students should also understand that using language in creative and playful ways helps us understand how language works.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/>

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p><u>Comprehend and Connect:</u></p> <ul style="list-style-type: none">-Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding of Indigenous legends and myths.-Students will consider different purposes, audiences, and perspectives in exploring texts and apply a variety of thinking skills to gain meaning from texts.-Students will respond to text in personal and creative ways by creating their own legend or myth based on their learning, while recognizing how literary elements, techniques, and devices enhance meaning in texts.-Students will demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts.-Students will identify how story in First Peoples cultures connects people to land. <p><u>Create and Communicate:</u></p> <ul style="list-style-type: none">-Students will exchange ideas and perspectives to build shared understanding of the historical significance of legends and myths.-Students will use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences and orally share these texts.-Students will learn to use language in creative and playful ways to develop style as they build their texts.-Students will focus on the development of their oral storytelling process.	<p><u>Story/Text:</u></p> <ul style="list-style-type: none">-Students will explore and create a text using different literary elements and devices.-Students will reflect on oral language strategies and practice this skill while presenting their final text. <p><u>Strategies and Processes:</u></p> <ul style="list-style-type: none">-Student will use various reading strategies to visualize, question and predict throughout the lesson.-Students will be presented with and use a variety of oral language strategies to listen for specific details, express opinions, speak with expression and take turns sharing their texts.-Students will develop their metacognitive strategies by developing an awareness of self as a reader through oral storytelling and as a writer in the development of their individual texts.-Students will be review, edit and revise their individual texts considering their audience and presentation. <p><u>Language Features, Structures and Conventions:</u></p> <ul style="list-style-type: none">-Students will be presented with various features of oral language and oral storytelling which will be built into their final presentations of texts.-Students will deliver their final texts using features such as tone, inflection, pace and gesture to enhance the legend telling experience.-Students will be aware of their grammar in their final texts considering this through the final revision process.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? 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?

Students will demonstrate their learning in a variety of ways throughout this lesson:

- Students will activate their prior knowledge by sharing previous learning as a group, making connections to texts and participating in conversations as a group to build ideas.
- Teacher will assess students' participation, connections and ideas in order to ensure that students are ready to move onto the final task of the unit, developing their own legend or myth.
- Students will give peer feedback and assist their writing buddy to develop their individual texts.
- Students will be teacher assessed based on previously setout rubric, with an overall portfolio assessment being completed on the Unit.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

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.

- This lesson will offer various opportunities for students to engage in learning through individual participation, pair-and-share, group sharing and one-on-one participation.
- This lesson has been setup with the ability to adapt or modify based on students' individual needs which may include the opportunity to use a read/write program, work in pairs to develop texts, or pre-recorded programs as needed.
- This lesson has been developed with an Indigenous focus that is designed to be culturally inclusive, encourage cultural awareness and understanding.
- Students will be encouraged to participate in higher learning, in an environment that is designed to be safe and inclusive of all learners.

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.*

- Prior to the delivery of the lesson all resources will be collected for delivery.
- Students will need to bring paper, pencil, and eraser to participate in the lesson.
- Teacher will have copies of the rubric for each student, copies of the previously completed legend/myth worksheets, blank copies of the legend/myth worksheet, and blank lined paper for writing.
- Teacher will have a variety of legends/myths for students to enjoy as well as the Haida legend that will be read at the beginning of the lesson.
- Teacher will ensure that students with diverse needs have assistance, technology adaptations or other needed items.
- Teacher will arrange the class if needed to ensure there is adequate space for the students to participate in a sharing circle at the end of the lesson.

8. LESSON OUTLINE

[illegible]

(formative or otherwise), and other applications of design considerations	<p>Teacher will gauge student's readiness to begin writing their own legends or myths based on the group discussion that takes place.</p> <p><u>Developing Texts:</u></p> <ul style="list-style-type: none"> -Students will be given worksheet to begin writing their own legend or myth after reviewing what makes a good myth or legend. -Students will be paired with a writing buddy they can ask questions and share ideas as they are building their legend. -Students will have an opportunity to share their draft with their writing buddy before they begin doing revisions for their final draft. <p><u>Final Draft of Legend or Myth:</u></p> <ul style="list-style-type: none"> -Students will complete their final draft checking that they have included all relevant components from their worksheets and reviewing the assignment rubric. <p><u>Sharing Circle/Oral Story Telling of Legend or Myth:</u></p> <ul style="list-style-type: none"> -Students will get together in a sharing circle with their final legend or myth. -Teacher will review the expectations of student's during sharing circle. -Students will be respectful of their peers, encourage sharing and participation of others, and participating with their own texts. -Teacher will review strong story telling techniques such as speaking with expression, tone, volume, and inflection. -Students will take turns sharing their story or legend. 	30 min
		25 min
		25 min
<p>CLOSING:</p> <ul style="list-style-type: none"> • 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) 	<p><u>Concluding Tasks:</u></p> <ul style="list-style-type: none"> -Teacher will review the rubric for oral storytelling and legend and myth lesson. -Students take turns offering positive peer feedback upon completion of legend or myth sharing. -Students will have an opportunity to complete a self-assessment after lesson to include with their portfolio. -Teacher will remind students to compile their writings from throughout the unit in their ELA portfolios and hand in for review by the end of the day. 	10 min












9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> 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?
<p>*Reflection to take place after lesson is completed.</p> <p>Things to consider in the reflection are students understanding of the topic and their ability to adapt the learning to the required task of creating their own legend or myth?</p> <p>Were the worksheets helpful for students to break down components and then build their own?</p> <p>Was the assessment a true representation of student's learning? Were students able to understand and complete the tasks that were being assessed?</p>



Legend & Myths Worksheet

Name: _____

 <u>Plot</u> 	 <u>Characters</u> 	<u>Setting</u> 
 <u>Problems</u> 	 <u>Theme/Moral</u> 	 <u>Visualization</u> 

Original Legends & Myths Rubric (/16)

	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Content	The requirements for the creation of a Legend or Myth were not met.	The content was not appropriate to the development of a Legend or Myth.	The Legend or Myth had variety of content but the content didn't lead to an explanation of the purpose of the Legend or Myth.	The content in the Legend or Myth fully explained purpose of the text.
Creativity of Ideas	There is little evidence of creativity or imagination in the Legend or Myth.	The Legend or Myth contains a few creative ideas or details but they do not fit into the text.	The Legend or Myth contains several creative ideas and details that add to the reader's enjoyment of the text.	The Legend or Myth contains many creative ideas and details that greatly enhance the reader's enjoyment of the text.
Organization	The Legend or Myth does not make sense. The ideas or events are randomly organized and there are no transitions between ideas.	The Legend or Myth is hard to follow. The events don't always fall in a logical order. There are not clear transitions between ideas.	The Legend or Myth is pretty well organized. The order of events are generally logical and there are transitions between ideas.	The Legend or Myth is very well organized. The order of events are logical and there are good transitions between ideas.
Overall	The requirements for a Legend or Myth were not met.	The Legend or Myth was confusing, hard to follow and understand the intended meaning or purpose.	The Legend or Myth was sensible throughout, there was a clear flow, but the overall purpose or meaning was not developed fully.	The Legend or Myth was completely developed, it had a very clear overall meaning or purpose that was fully developed.

Comments: