

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title:	Family Fingerprints	Lesson #	3	Date:	February 2023
			Career		
Name:	Katie Ellis	Subject:	Education	Grade(s):	K

Rationale:

This lesson is important because it provides an opportunity for students to learn about different kinds of families and reflect on the diverse meaning of family. Students will develop their personal and cultural awareness as they reflect on who is important in their lives and learn about their peers throughout the process. Students will explore their identity in relation to the important people in their lives and the roles they play. Students will engage in guided discussions to facilitate their understanding of the diversity that exists in our classroom community. This lesson will time nicely with Family Day in late February and will help students explore the meaning and functions of family systems.

Core Competencies:

Communication	Thinking	Personal & Social
Communication:	Critical and Reflective Thinking:	Positive Personal and Cultural
Communicating provides a bridge	People who think critically and	Identity:
between peoples' learning, their	reflectively are analytical and	Students understand that their
personal and social identity, and	investigative, willing to question	relationships and cultural
the world in which they interact.	and challenge their own	contexts help to shape who they
Students engage in informal and	thoughts, ideas, and	are. Students explore who they
structured conversations in which	assumptions and challenge	are in terms of their relationship
they listen, contribute, develop	those of others. They reflect on	to others and their relationship
understanding and relationships,	the information they receive	to the world (people and place)
and learn to consider diverse	through observation,	around them.
perspectives.	experience.	

Big Ideas (Understand)

Strong communities are the result of being connected to family and community and working together toward common goals.

Learning Standards

(DO) (KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Recognize the importance of positive relationships	Connections to Community
in their lives	-cultural and social awareness: achieved by
	exploring self-identity, acknowledging cultural
	differences, honouring Indigenous traditions

Instructional Objectives & Assessment

Instructional Objectives (students will be able to)	Assessment	
 Students will be able to explore their identity 	-Students will demonstrate and communicate who	
and recognize the importance of positive	is important in their lives and the roles they play by	
relationships	completing their Family Fingerprints worksheet.	
 Students will be able to acknowledge 	-Students will demonstrate their acknowledgement	
differences in family systems	of differences in family systems by engaging in	
	class discussions.	

Prerequisite Concepts and Skills:

Can name or list the people in their family/the people that care for them

Can respectfully participate in a class discussion

Can write their name (some may need assistance, see DI)

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

In this lesson students explore who they are as a member of their family and larger community. Students will express themselves as individuals through choice and demonstrate who they are connected to. Students will reflect on the diversity of families and what it means to be part of a family or community.

Universal Design for Learning (UDL):

Multiple Means of Engagement:

- -Flexibility with time/pacing
- -Regular student feedback
- -Visuals to support text
- -Front loading expectations

Multiple Means of Representation:

- -Simplified language for oral instructions, accompanied with visual reminders
- -Text is read aloud and supported with visual images
- -Large print text, simple font
- -Teacher scribes new vocabulary for students
- -Selected/alternative seating available

Multiple Means of Expression and Action:

- -Oral, written and/or visual expressions of thinking are all welcome
- -Use of graphic organizer/outline with minimal visual clutter

Differentiate Instruction (DI):

Students working on learning pencil grip can use pencil grasp holders.

Students needing support writing their name or other words:

-Refer to their name tag/white board for reference

OR Write the target word in yellow and the student can trace over in pencil

Students needing support to stay on task will be kept in close proximity to the teacher.

Students needing support self-regulating may hold a stuffed animal/comfort item/fidget item (as long as it is not a significant distraction to themselves/others).

Materials and Resources

Materials:

Lesson 3 Worksheet X20 copies EDFN 4100 Lesson 3 Worksheet.docx

Stamp pads X10 (2 per table)

Pencil and colouring materials (in their pencil cases)

Computer/projector

White board/markers

Resources:

This lesson is based on "In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom" (FNESC) Unit 1, Lesson 5 – Family

BC Curriculum https://curriculum.gov.bc.ca/curriculum/mathematics/K/core First Voices

https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc First People's Principles of Learning http://www.fnesc.ca/first-peoples-principles-of-learning/

Lesson Activities:

Teacher Activities	Student Activities	Time
	Student Activities Students seated on floor.	15 15
Introduction (anticipatory set – "HOOK"):	Students seated on noor. Students engage in	minutes
Write the word Family on the chart paper, as a class, read	discussion and showcase	Tilliutes
the word out loud. Ask students to share their thoughts	prior knowledge and	
about what the word family means to them?	understanding of the word	
Write down students' ideas to showcase different views.	"family", also is for schema	
How many people live in your house? Siblings? Extended	activation.	
family? What kinds of activities do you do together? How do	Students raise their hand to	
you celebrate birthdays, holidays and other special days?	share what the word family	
	means to them.	
Read aloud the story, or play the story on the projector for	Thedris to them.	
the students:	Students observe and	
Dip netting with Dad- YouTube Read Aloud (10 minutes)	engage in story.	
https://www.youtube.com/watch?v=qdrwuQ3wLfQ&t=426s	engage in etery.	
	Students participate in	
Discussion:	discussion.	
What kinds of things have you learned from the people in		
your family?		
Write down students' responses on chart paper.		
Body:	Students move to sit at their	15
Direct students to walk to their desks for next part of the	desks.	minutes
lesson. Fun option: Students could move like different		
animals to get to their desks (bear, owl, salmon, raven,	Students observe	
deer)	demonstration via document	
	camera. Students suggesting	
Use document camera to demonstrate and explain activity:	family members to add to	
Step 1: Think about who is in your family, when you have	exemplar.	
your Family worksheet you will write their names down on	Chudanta ataut bu unitia a	
your page, ex. Mom, Dad, (siblings), Grandma/pa,	Students start by writing	
Auntie/Uncle. Write vocab on board with quick picture for	their name.	
students to refer to. Prompt students to make suggestions,	Students write family	
who is in your family? Write down vocab for students.	,	
Step 2: Use the stamp pad to make a thumb print for each	members names down.	
family member that was written down. WASH HANDS Step 3: Use crayons/pencil crayons to add	Students use thumb to make	
arms/legs/head/etc to the thumb print (= the body) to	prints on the page for each	
Leave exemplar up for students to feler to.	GOVIII. VV/ OFFI IAIVDO.	
Hand out worksheets, students use pencil to write down	Students use cravons/pencil	
· ·		
in the middle.		
make them look like your family member. Leave exemplar up for students to refer to. Hand out worksheets, students use pencil to write down their name at the bottom and then family members names in the middle.	family member they wrote down. WASH HANDS. Students use crayons/pencil crayons to make their thumbs prints look more like	

Once most students have a few family members written down, hand out stamp pads for thumb prints.	their family member. (Thumb= body, add arms, legs, face, etc.)	
*Early Finishers: Continue drawing, add details to create		
setting/scene/environment/place.		
Closure:		5-10
Closing discussion: Invite students to join together on the carpet with their completed Family Fingerprint worksheet. Sit in a circle so everyone can see each other. Discuss similarities and differences between families, different roles and activities they engage in (holidays, traditions, routines). Prompt students to share about their families.	Students come sit on the carpet in a circle with their completed Family Fingerprint worksheet. Students actively listen to their peers and reflect as peers share their family stories. Students share with their peers to build connections and community within the classroom.	minutes

Organizational Strategies:

Students move every 10 minutes to help with attention and engagement Students gather on carpet for discussion and reflection Students move to tables to focus on individual activity

Proactive, Positive Classroom Learning Environment Strategies:

Regular/frequent check-ins with the class about what step they are working on Circulating as students are working.

List of steps written on board with visual reminders

Exemplar on display for reference

Extensions:

An extension to this activity could be related to an activity the student does with their family/a family member or something they learned from a family member. Students could share (orally- maybe a sharing circle?) with their peers and then after move to their desks to draw/show themselves doing the activity.

Reflections (if necessary, continue on separate sheet):