| **Lesson Title** | **“Anything Is Possible!” – Building Self Confidence**  | **TC Name Sophia**  |
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| **Grade(s) 1** | **Subject(s) Language Arts** |
| **Lesson duration /timing** | **50 minutes total**  | **Date/Time of Teaching March 3, 2016. 8:55-9:10, 10:30-11:20** |
| **Know & Do –**Content & Curricular Competencies *(or PLO’s)* | Curricular competencies: Recognize the importance of story in personal, family, and community identity Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts |
| **Understand** – Big Idea(s)/Essential Question(s) - *how does this lesson relate back to the overall unit?* | Language and stories can be a source of creativity and joy  |
| **Learning intention/Lesson Objective** *(may be written as “I Can statements” or SWBAT)* | I can recognize and name at least one strength that I have. I can name at least one positive message that I can say to either myself or to others when I am faced with a challenge.  |
| **Assessment:** I will know… because… (*how will the Teacher know objectives have been achieved and how will sts know?)* | As learning: Students will reflect their own personal strengths in their journals. They will also reflect on positive messages that they can say during the whole group activity, after the read-aloud.  |
| **Adaptations/Modifications :** (How are you meeting the needs of varied learners in your class including students requiring enrichment?) | For students who struggle in writing, they will not be expected to write the requirement of 2-3 sentences in their journals. They will be required to write one sentence and then explain more orally their thinking process.  |
| **Materials** *(remember to consider multi-modal resources)* | “Anything Is Possible” by Giulia Belloni Chart paper Journals  |

**Do - Activity Outline**

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| **Elements of the lesson** | **Estimated Time** | **What the teacher says/does** | **What the students do** |
| **MENTAL SET** *(Opener/”hook”)* | 2 minutes  | Show a picture of when you were in Grade 1. Explain how when you were this age, you were a very quiet girl. “Sometimes, I didn’t believe in myself. I was afraid of making mistakes so I sometimes told myself that I couldn’t do something, like climb the monkey bars by myself, because I was scared of falling. I told myself ‘I can’t climb the monkey bars. It’s too hard!” I have now learned that it is better to try than to not try at all. I have learned so much from saying that “I can do it” instead of saying “I can’t do it.”  | Students sitting at the carpet, facing the teacher  |
| **Introducing the Learning Intention** *(concept to be taught)* | 3 minutes  | “Today, I want to talk with you about ways that you can say positive messages to either yourself or to others so that when you have a really hard task that you have to accomplish, you know what to say instead of saying ‘I can’t do this’” I am going to read you this book first, and then after recess, we are going to think and brainstorm some phrases that we can tell ourselves to make ourselves feel better and would help us try hard activities”  |  |
| **Activity Sequence** | 45 minutes  | Read aloud of “Anything is Possible” Note during the read aloud how sheep and wolf continued to keep trying, even after encountering problems. They didn’t give up and kept working on the project together. (10 minutes) Gather the whole group on the carpet after recess. Teacher will take out some chart paper and write “I can’t” with a crossed out sign in the middle. “How do you feel when you say ‘I can’t’? It doesn’t make you feel good does it? Well, starting now, I want you to practice saying other words and phrases that will encourage you to keep trying. Let’s think for a moment about some better words and phrases that we can tell ourselves or to others instead of saying ‘I can’t.’ What can we say when we have to finish completing a hard activity? Turn to a partner and talk for a minute” Teacher will record student answers and create a web. “These are all wonderful and encouraging phrases!” Go through each phase with the class, making sure that the class says each phrase with you. Ask students how they feel after saying an encouraging phrase to themselves. Let students know that you believe in all of them. Let them know that it is okay to make mistakes and that we learn the most when we make mistakes. (10 minutes) Transition into journal activity: Write some things that you do that make you feel good about yourself. What is something that you’re really good at doing that you are proud of? How does it make you feel? (25 minutes)  | Students will comment or ask questions during the read-aloud Students will think and share some encouraging words or phrases with their partner and then with the class. Students will say each phrase out loud as a class. Students will write in their journals 2-3 sentences about the journal topic. They will reflect on their strengths and how it makes them feel. Students will draw a picture of themselves doing that activity.  |
| **Extension** activity for students who are ready. | Students will go on their iPads when they are finished  |
| **Closure:** an opportunity to revisit the learning intention | Ask students what are some phrases that they can say when they are trying to finish a hard activity.  |
| **Teacher Reflections:** What went well and how might I improve the lesson (My next lesson or this same lesson for next time) |  |