

Big Ideas (Understand)

- Language and text can be a source of creativity and joy
- Using language in creative and playful ways helps us understand how language works
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • CC1 – S1: Students should be able to use their existing knowledge to understand the synonyms, antonyms and definitions of words. • CC1 – S5: Students should apply a creative set of thinking skills to gain meaning and comprehend the task. • CC1 – S8: Students should use their personal expertise and knowledge to collaborate with other students to achieve the common goal. • CC1 – S12: Students should show a general understanding/interest from their experience with Indigenous language • CC2 – S1: Students should work together and exchange ideas and understandings to create a collective understanding. • CC2 – S3: Students should use activities and language exercises to build their knowledge surrounding literacy. 	<ul style="list-style-type: none"> • Students should know a variety of synonyms and antonyms for words that are given. • Students should know how and when to use synonyms and antonyms. • Students should know that synonyms and antonyms are extremely important when writing. • Students should know that by using synonyms and antonyms they can greatly enhance their creative ability. • Students should know that language and literacy play a huge role in our lives. • Students should know how to comprehend what their peers are saying (oral language) to decipher the meaning and solve the question being answered.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to work as a collective group and come up with ways/strategies to help their fellow peers. • Students will be able to know the difference between synonyms and antonyms. • Students will be able to define traditional words by learning new synonyms of that given word. • Students will be able to understand the benefits of working together to achieve a common goal. • Students will be able to understand the importance of group work. • Students will be able to learn and express new words and add these words to their vocabulary. 	<ul style="list-style-type: none"> • Students will be assessed based on their ability to work together and achieve a common goal. • Students will be assessed on their ability to come up with new synonyms and antonyms and give definitions of these words to help their peers correctly answer the hot seat word • Students will be handed a handout that will ask them various questions related to the work we did in class (i.e., what did you learn with the time spent with Mr. Paluck and myself, what they enjoyed the most, what they disliked the most, what they would have liked to learn in the future)

Prerequisite Concepts and Skills:

- Students should know what a synonym and an antonym are.
- Students should be able to recognize when a synonym and antonym are being used in texts.
- Students should be able to identify words, when given the total number of letters and the original definition or a hint.
- Students should know how to work in groups and read and write.

Indigenous Connections/ First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). – This lesson is meant to connect the students with each other and help them understand that learning isn't just meant to be separate from the rest of life but connected to the greater purpose.
- Learning involves patience and time. – I found that many students lose patience while reading and learning. Many of the students need to understand that learning takes time, effort and a desire to learn.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. – Each student plays an important role in their life as well as each other's, not only does learning improve the student's mental ability but it improves their well-being of their surroundings.

Universal Design for Learning (UDL):

- This lesson is designed to target the three principles of UDL, the Why, What and How of learning.
- This lesson is designed to get students engaged through group work and friendly competition. I will be teaching students about synonyms and antonyms, and it is their job, during the "Hot Seat" to engage with each other and the person who has to guess the answer. This is meant to motivate learners to think critically and creatively, while stimulating the students desire to learn. This is the "Why" of learning, through engagement.
- The "What" of learning is designed for those who may struggle or find traditional ways of learning hard. By making a game out of the lesson, I will present the learners a different method of content delivery. This way, all students can enjoy the game, learn the material and build a greater understanding of the content without having to do written or testable work.
- Finally, the "How" of learning is designed to get students engaged through action and expression, the goal for the hot seat game is to obtain the most points before the other team. This way goal driven learners can learn through winning and achieving first place. Students will be able to express what they know while being influenced by winning a game.

Differentiate Instruction (DI):

- I have chosen to assess the students based on their ability to work together, and engage with each other through creative thinking, descriptive analysis and ability to interact with each other.
- Not every student has the chance to be in the hot seat, so it is the team's job to come up with contenders. Some student might work better in the hot seat, while other students might work better describing the word on the white board, while others may feel more comfortable influencing their team. This activity lets everyone choose the best possible situation for their comfort level.
- Instead of using the traditional method of teaching, such as written content based on knowledge, this activity allows students to engage, respond and learn through fun and exciting gameplay.
- The game will allow students a change of learning environment, instead of students sitting at their desks they will be able to learn exclusively at the front on the carpet by the smart board.

- This game is a great example of varying learning activities, the game is a great activity to get students to think about new ways to explain something, while simultaneously learning about synonyms and antonyms.

Materials and Resources

- Smart board
- White board
- 2 chairs
- Markers (dry erase)
- Pencil/pen
- Reflection handout
- Popsicle sticks

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> • I have decided to teach the students some indigenous words. These words are words that we have learned in class, the more basic words (hello to one person, hello to many, people, language, stop, yes, no, thank you to one) • Following the Secwepemc language introduction, I will present the class to a presentation based on synonyms and antonyms and why they are important. We will have a chance to go over some synonyms and antonyms 	<ul style="list-style-type: none"> • Student will be shown the words, and have a chance to learn them and include these words in their vocabulary. • Students will sit at the front of the class, learn about some synonyms and antonyms. Why they are important and what is their purpose to use them. I will also show some students some words to prepare for the hot seat game so they can get a sense as to what they are expected of. 	<p>2-3 min</p> <p>7 – 8 min</p>
<p>Body:</p> <ul style="list-style-type: none"> • HOT SEAT: Students will have a chance to engage in a group activity that requires two students to sit in chairs facing the class. Each student has a chance to score for their team if their team members can carefully help them figure out the correct word on the whiteboard. Students will have to work collectively to help their team member guess using synonyms, antonyms and definitions/descriptions. Each team will have once chance (one at a time) to give clues or hints to their team member. Most points win. 	<ul style="list-style-type: none"> • Various students will have a chance to sit in the hot seat and guess the correct word on the wall! While their team has to give hints that are synonyms, antonyms or definitions of the word. Every synonym or antonym guess I will write on the board so the teams don't forget and can guess different words. 	<p>15 min</p>
<p>Closure:</p> <ul style="list-style-type: none"> • I will hand out a reflection sheet. The reflection sheet will ask them some 	<ul style="list-style-type: none"> • Students will have a couple minutes to answer some 	<p>5 min</p>

<p>questions about what they learned while I was there. What they liked and disliked and what they would have liked to have done.</p>	<p>questions. This will be their exit ticket from the class, this will be what they hand in to me.</p>	
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Organizational Strategies:

- I will ask students to follow along with me, I will perform movements, which students will have to mirror. This way I will be able to get all the students focus and attention.
- I will call the students to come sit quietly at the carpet where we will learn some Secwepemctsin
- Following the language (word) lesson I will introduce the class to synonyms and antonyms
- The presentation will allow students to learn about some characteristics involving these literary devices.
- Following the presentation, we will divide the students into red and blue teams using popsicle sticks
- Teams will sit on opposing sides of each other and names will be drawn for who gets to sit in the hot seat.
- Students will play the game for 15 minutes, the team with the most points win.
- After the game the students will have 5 minutes to fill out the reflection sheet, which they will hand in as an exit ticket.

Proactive, Positive Classroom Learning Environment Strategies:

- As a teacher candidate I will constantly give positive and reassuring feedback to the students and class.
- Make sure that the students are having fun and mention that learning is a fun and positive experience.
- Walk around the class and help those that are struggling or need a little help, while mentioning the great job they are doing.
- Speak in a soft, reserved voice.
- Tell them there is no right or wrong answer, I am looking for the students to have fun, while simultaneously learning about synonyms and antonyms.
- Support students who are in the hot seat and mention that they should think critically and creatively.

Extensions:

- There are many ways to extend a synonym and antonym lesson.
- Incorporate games, activities and group work that relates to both literary devices.
- From what we have learned previously regarding, commas, descriptive writing, idioms and synonyms and antonyms we can create one large exercise that incorporates all aspects into one.
- Poster making could be a fun way to get students to learn and engage in writing. Give students a picture to describe using all sorts of descriptive writing antonyms and synonyms.

Reflections (if necessary, continue on separate sheet):

Well, I have to say this was my best lesson by far, I felt like it was the most engaging, energetic, and thorough lesson this practicum. I wanted to develop a lesson that equally engaged all students, while giving them a chance to learn in a creative way. The four lessons that I participated in during the course of my practicum was meant to enhance the students' writing abilities. I took on a creative writing approach teaching the class firstly about commas, then about descriptive writing, following that with idioms and finally synonyms and antonyms. The first two lessons took on a more traditional style of teaching and learning, where the students were taught the material then had to apply what they learned on a worksheet. The last two lessons however, I decided to take on a more creative and engaging approach, utilizing a more kinesthetic learning environment for those who work better with hands on work. I also wanted to try group work and see how well the students worked together, the 3rd lesson I had students grouped into 3s, where they had to make a poster on idioms. This was meant to assess their ability not on how to write idioms but how to work in groups and present information. That class was my first time taking on something of that nature and style. What I found I struggled with the most was the transition period between lesson steps. I made it my goals for the fourth lesson to work on effective classroom management, classroom engagement, and effective lesson transitions. I found that I was successful in all areas, and exceeded my expectations of having an efficient final lesson. Before the lesson commenced, Mrs. Pye had to leave and do prep work, Mrs. Morgan took over and taught socials, I noticed that the class was quite chaotic and there were quite a lot of students in groups not doing the work. I made a mental note of how I would get the class to settle before transitioning into my lesson. When it came down to my lesson, I made the class sit and read quietly, then I would start my lesson. It took about 3-5 minutes before I had the class silent reading, by that time Christie made her way to the class to observe my lesson. Once everyone was back from the washroom and quiet, I rang the bell twice, told everyone to stand up and engage in a "follow along" exercise where I had them stretch and follow my exact movements. This was an excellent way to get the students attention while maintaining a quiet environment. I asked them to quickly and silently find a spot on the carpet. Here I thought I had my most effective teaching moment. I taught some Secwépemc words to the class which they found very interesting, I taught them basic words, showed them how to sound out the words properly and say the words to their neighbor. One thing that I required is that they maintain saying yes and no in Secwépemcstin throughout the lesson. I required this too establish an Indigenous aspect in my lesson, every time the students said yes or no in English I required that they re-state it in the correct language. I found that my activity, the "Hot seat" game when extremely well, although I wish I had more time and was able to fix certain rules and ways of playing the game. I tried to make it as fair as possible, I made sure to state that it was simply for learning and having fun and nobody would win anything if they won. Students were ecstatic about sitting in the hot seat and they were fully engaged. I told them that in order to win you had to work as a team using synonyms and antonyms so their team member could guess the correct word on the board. Between this and the reflection worksheet, I was able to transition effectively. The students were able to sit at their desks right away and fill out the worksheet, which was handed out to them before they sat down. This was to minimize the possibility that they would get off task. Overall, it was my best lesson yet, I would only have a couple things to work on. Instead of having the Secwépemc words on the smart board, I would rather have them posted somewhere so that the students could refer back to them all the time, similar to the word wall in EDLL. Going forward I would continue to work on my transitions, classroom management, and including engaging and creative activities.