

Lesson Plan – Date: Sept 6

Grade/Subject: Social 8

Unit: Orientation

Lesson Duration: 45 min

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES	
<u>SLOs</u>	<u>Students Will</u>
	<p>Learn about their teachers and other classmates.</p> <p>Learn about some of expectations and routines in the classroom.</p>
Key Questions:	Key Vocabulary:
How will we make grade 8 great this year?	<p>Prepare</p> <p>Do no harm</p> <p>Participate</p>
Materials	
Materials needed Teacher:	Materials Needed Student:
<p>On white board write the routine for the day. Draw up powerpoint, and course outline. Photocopied for students:</p> <ul style="list-style-type: none"> - Course outline - Icebreaker activity 	<p>Laptop</p> <p>Pencil</p> <p>Binders</p>
Assessments	
<p>Personal Inventory</p> <p>Discussion over expectations</p>	
PROCEDURE	
Introduction: (10 min)	
<p>(Before Class) Place each persons name on the desk using a piece of masking tape.</p> <p>Personal Inventories (5 min) Greet students at the door as they come in. Hand each student a personal inventory and ask them to find their name on the seating plan, have a seat, and begin filling it out. Once they are finished leave it on their desk. (6 min).</p>	

As students are filling out their sheet take attendance.

Numbers: (3 min)

On the slide I will have 4 numbers. Each of them is significant to me. Have students take a minute to discuss with their classmates what they might mean.

“Put your hand up if you have a guess as to what one of the numbers might mean”

- 1: The number of siblings I have. I have one younger brother in uni.
- 3: The number of animals living in my house. 1 fish, 1 cat, 1 snake
- 2011: The year I graduated high school. I’ve been in uni for a little over 5 years now.
- 7: the number of countries I have visited (USA, Mexico, Italy, France, Holland, Turkey, Greece, Italy)

Pass the papers down the line. The person in front will collect them and put them in the “In” basket. This is the basket students will always hand items into.

Body:

Icebreaker Bingo: (15 min - 20 min)

Hand out the icebreaker bingo by handing to the front of each line. They will pass the sheets backwards. Person at the back will put any extras in the “Extra Bin” in the classroom.

Explain the rules. When I say go you may stand up and begin to find people that can identify with one of the squares on the sheet. When you have found someone that can claim one of the squares, write their name in the square. You may not use the same person twice. Once you have a vertical, diagonal, or horizontal bingo you can come and show me. First person will receive a prize.

- Stay in classroom, though you may stand up to move to mingle.
- You should be talking in a regular voice, please don’t shout across the classroom.
- When you hear the bell. Eyes on me, mouth closed, listen for further instruction.

Students will complete the activity. After about 10-15min I will ask everyone to sit down in their original seats with their bingo sheets. Take 5 min to review some of the squares.

Class Expectations: (20 min)

(5 min) Now that we’ve gotten to know each other a little bit I would like to talk about what the expectations are for you this year. Go over the slides “what will we do?” and “what will we need?”

Ask students to put away their paper, take out a blank piece of paper and a pencil.

Place the three expectations up on the board:

1. Prepare.
2. Do no harm.
3. Participate

Individually students will write down what they think these three expectations mean to them. (3 min)

Stand up pair up: “When I say go, you will stand with your hand in the air. You will high five someone in the room. That person becomes your partner. You will share your personal classroom expectations with your partner. When you hear the sound of the bell you will stop talking, turn to face the teacher, and wait for further instruction.” Students will have about 3 min to share.

After a few minutes pause the talking. Instruct the partners to decide on two items that they agreed on to write under one heading on the board. Then one person will come write that item on the board while the other will take a seat. The scribe will have a seat when finished.

Take 5 min to go over the results with the students. Ensuring to enforce what my expectations are as well:

1. Participate.

Challenge yourself to do everything to your best ability. You will make mistakes, and this is ok! You cannot learn if you are not trying.

2. Help not harm.

Be respectful to the teacher and your fellow classmates. Encourage your classmates, listen when others are talking, and be mindful of the space.

To keep our classroom clean, please DO NOT bring food and drink to class. Water is welcome though.

3. Be Prepared.

This means that you are in class on time, with all your materials and an open mind.

If you are absent you must check the extra bin for a copy of the materials from the day you missed. You are responsible for completing the work you missed on your own time.

Assignments are expected to be handed in on the due date (see assignment submission for more details regarding late submission).

Closure:

Transition:

Place your paper in our binder. As you do so I am going to hand out an index card. Explain that tomorrow we will talk more specifically about what this course entails. For now, on the card I want you to write your name and three facts about yourself. When finished you can put it in the “in” basket and head out.

Resources consulted:

