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| **Lesson Title/Focus** | Parent/Grandparent Interview | **Date** | January 12th, 2017 |
| **Subject/Grade Level** | Grade 1,2,3 Social Studies | **Time Duration** | 20 minutes |
| **Unit** | Community in the Past | **Teacher** | Alisa Wang |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community. |
| **Specific Learning Outcomes:** | 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC) 2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:• What characteristics define their community? • What is unique about their community? (CC, I) • What are the origins of their community? (TCC) • What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) • What individuals or groups contributed to the development of their community? (CC, TCC) 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry: • In what ways has our community changed over time (e.g., changes in transportation, land use)? • What has caused changes in their community• How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) • How have the people who live in the community contributed to change in the community? • How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) |
| **LEARNING OBJECTIVES** |
| **Students will:** 1. Be formatively assessed on prior knowledge about what an interview and past is, as well as rules during an interview.
2. View the video shown on Monday to consolidate their understanding on interview, and help them to brainstorm questions for the actual interview.
3. Be able to brainstorm and come up with a list of questions for the parent/grandparent interview.
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| **ASSESSMENTS** |
| **Observations:** | * Observations through students’ facial expression when the lesson is being taught.
* Observe how well students perform in the activity provided.
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| **Key Questions**: | * Are students able to brainstorm ideas on possible interview questions?
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| **Products/Performances:** | * Individual and class activity as formative assessments.
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Program of Studies
* Internet Resources
 | * White boards
* Chart Paper
* Pencil
* Smart Board
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| **PROCEDURE** |
| ***Prior to lesson*** | Have all materials prepared (pull up video), make sure to be familiar with what students are learning and trying to achieve by the end of the lesson.  |
| **Introduction** | **Time** |
| ***Assessment of Prior Knowledge*** | What is an interview? What is past? What are the rules during an interview. |  |
| ***Expectations for Learning and Behavior*** | Students will actively respond to questions, and show great engagement in the various activities.  |  |
| ***Advance Organizer/Agenda*** | * Prior Knowledge
* Video
* Brainstorm Questions
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| ***Transition to Body*** | Asking a few students about what they want to know. |  |
| **Body** | **Time** |
| ***Topic #1******Review*** | * What is an interview?

An interview is a conversation where questions are asked and answers are given.A chance for two or more people to talk To know more about each otherTo learn more information on different things* What does the word past mean?

Things that have already happened * What are the rules during an interview?

Listen CarefullyWait Patiently and Quietly  |  5 min |
| ***Topic #2******Video*** | * View the video shown on Monday

<https://www.youtube.com/watch?v=NjFKbYH2zdE>(consolidate their understanding on interview, and help them to brainstorm questions for the actual interview) | 5 min |
| ***Topic #3******Interview Questions Brainstorm***  | * Brainstorm Interview Questions as a group

As a group, students will brainstorm ideas together to come up with a list of questions to ask their parents/grandparents. I will record these questions on a piece of chart paper.When and where were you born?What was the house or apartment like when you were a child?What is your earliest childhood memory?What kind of games did you play growing up?What kind of transportations was there?What were schools like?What were your favorite songs and music?How were holidays (birthdays, Christmas, etc.) celebrated in your family? Did your family have special traditions?1. How is the world today different from what it was like when you were a child?
2. What stories have come down to you about your parents or grandparents?
3. Is there anything special about the family last name?
4. How is the world today different from what it was like when you were a child?

What world events had the most impact on you while you were growing up? | 10 min |
| *Teacher Notes: Assessments/ Differentiation* | Formative assessment – Formatively observe the students through ideas they came up.Differentiation – Rather than working individually, this activity is done as a class, giving students the opportunity to work together, and help one another. Watch the video as an example to help students to brainstorm possible question ideas. I will also give hint to students to guide them through various question ideas. |  |
| **Closure** | **Time** |  |
| ***Consolidation of Learning:*** | Reiterate the definition of past and interview, as well as the rules during an interview. |   |
| ***Feedback from Students:*** | Questions or Concerns? |
| ***Feedback to Students*** | Answer students’ questions, and give them complements to encourage them to be more inquisitive. |
| ***Transition to Next Lesson*** | Let students know that in the next class they will learn more about community in the past, that we will be recording the questions. |

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| **Comments:** |  |