**Monday:** February 6th, 2023

**8:25 Bell Rings:** Students enter the classroom, take off outside wear, put on indoor shoes, gather school materials from backpacks and sit at desks

**8:35 Announcements and Attendance**

**8:35 – 9:15 Math Riddles/Puzzles/Card Game/Gym Rules**

**9:15 – 9:50 PE: Games (35 minutes)**

**Instructional Objectives:**

* SWBAT practice movement, coordination, teamwork and communication skills
* SWBAT practice agility, throwing and dodging
* SWBAT practice reaction time

**Assessment:**

Teacher Observation and Notes: The teacher will observe students when they are participating in various games and make notes

**Materials:** cones, soft balls, 4 pins, 4 hula hoops

**Activities:**

**Hook:**

**Team Race (10 min):**

* Ask students to sit in front of the teacher
* Tell students “Our first game for today is called ‘Team Race’”
* Make the rules clear:

1. On the signal of “go”, the first student in line must high jump over a cone, run and pick up the soft ball and throw it at a bowling pin, knocking it down
2. If they miss, they must pick it up and try again
3. Once the pin is knocked down, they must hop with one foot into a hula hoop
4. Once complete, they must quickly replace everything that has moved and place it in the correct locations for the next student to go
5. The first team to complete the race wins

* Ask students if they have any questions or confusions
* Answer questions ad clarify confusions
* Start the game

**Body:**

**Hide-Out (15 min):**

* Ask students to sit in front of the teacher
* Tell students “Our second game for today is called ‘Hide-Out’”
* Make the rules clear:

1. Start by creating a “throwing area” using the middle circle of the gym
2. Placedown 4 hula hoops, 1 along each side of the gym
3. Choose 1 player to be the thrower who must throw from inside the circle/throwing area– that player starts with all the soft balls
4. The remaining players will run in the same direction around the hula hoops, trying not to get hit by a ball thrown by the thrower. Whenever a runner is hit, he or she becomes a thrower in the circle as well
5. Players must be hit below the waist to count. Players can stop and hide inside a hula hoop for up to 10 seconds, but then must exit and continue running
6. Play for a certain time limit or until all players have been hit

* Ask students if they have any questions or confusions
* Answer questions ad clarify confusions
* Start the game

**Closure:**

**Octopus (10 min):**

* Ask students to sit in front of the teacher
* Tell students “Our second game for today is called ‘Hide-Out’”
* Make the rules clear:

1. Select one student to be the octopus and place them in the middle of the gym
2. Have all other students line up beside one another at one end of the gym, facing the octopus
3. When the octopus shouts “Octopus,” all of the students try to run from one side of the gym to the other
4. The octopus is allowed to run anywhere in the gym
5. If a students is tagged by the octopus, their feet become frozen to the floor and their arms stick straight out: They are seaweed
6. For the following rounds of play, the game gets harder as the students who have been turned to seaweed reach out and try to tag students who are running by
7. Remember that seaweed students CAN NOT move their feet in order to tag a passing student
8. The last student(s) remaining at the end of the game gets to be the octopus at the beginning of the next game

* Ask students if they have any questions or confusions
* Answer questions ad clarify confusions
* Start the game

**9:50 – 10:05 Recess**

**10:05 – 10:30 Snack + Video**

**10:30 – 11:30 ELA: Holes (60 min)**

**Instructional Objectives:**

* SWBAT find out the meaning of the unknown vocabulary by using context clues
* SWBAT understand the main points of the chapters by answering various questions
* SWBAT sequence Elya’s story in order
* SWBAT determine the benefits and downsides for digging holes

**Assessment:**

What: Vocabulary

How: Teacher Observation and Notes (teacher will observe students when they are participating in their group discussions about the vocabulary and make notes of their understanding)

What: Question Walk

How: Peer Assessment (students assess their peers’ answers to various questions about the book)

What: In-Class Discussion

How: Teacher Observation and Notes (teacher will observe students when they are participating in the class discussions and make notes of their understanding)

What: Summarize Card Shuffle

How: Teacher Observation and Notes (teacher will observe students when they are participating in the activity and make notes of their understanding)

What: Writing or Performing

How: Complete/Incomplete (teacher will mark students’ work as complete or incomplete)

**Materials:**

* Projector
* Smartboard
* Slideshow
* Paper
* Pencils
* Erasers
* Notebooks
* Audio book for Chapter 7

**Activities:**

**Hook:**

**Introduce the Topic (0.5 min)**

* Tell students that they are going to learn about chapter 7 today

**Pre-Reading Talk (0.5 min)**

* Explain to students that there will be two story lines happening in the chapter moving back and forth between the two. In this chapter, they will learn the story of Elya Yelnats (Great-Great Grandfather) as well as Stanley digging his first hole at Camp Green Lake

**Introduce the Vocabulary (2 min)**

* Project 4 words (shaft, defective, forlorn, eternity) from the chapter onto the smartboard
* Have students repeat the words aloud
* Have students copy the words down onto their notebook
* Make it clear to students that they are going to listen to chapter 7 and read along with their book within their hands. While they are listening and reading along, they need to pay attention to the 4 words and after listening, they need to work within their group of 3 to determine the meaning of each word and find the context clue to support their definition

**Body:**

**Listening and Reading Along (25 min)**

* Have students listen to chapter 7 and follow along with their book

**Checking the Vocabulary (7 min)**

* Call upon volunteers to share their definitions of the 4 words and the context clues
* Go over the words with the class and make clarifications when needed

**Question Walk (10 min)**

* Have students use the question stem (Why …? How …? What would happen if …?) to create a question based on the chapter on a piece of paper
* Have students walk around the classroom answering to each other’s question
* Explain to students that once someone answers, there should be an agree or disagree talk about the answer
* Then, they need to move on to someone else

**In-Class Discussions (3 min)**

* Project the following questions onto the smartboard:

1. What promise did Elya fail to keep and why does it still matter?
2. Stanley says his shovel isn’t defective, but he is. What does this tell us about Stanley?
3. What’s familiar about the pig lullaby that Elya’s wife Sarah sings to Stanley I?

* Call upon volunteers to answer
* Talk about the answers as a class

**Closure:**

**Summarize Card Shuffle (10 min)**

* Give each group of 3 10 empty cards
* Have each group sequence the events of Elya’s story putting one event on each card and mix the cards
* Then, have them trade with another group
* Next, make it clear that each group should sequence the cards they have in order
* Have students discuss if the major events are included or if something needs to be added, removed or correct

**To Dig or not to Dig (10 min)**

* Tell students that for this activity, they can either write two paragraphs or presents a drama scenario in front of the class
* Make it clear to students that the theme of their writing or performing should be about why they do AND then the opposite side, why they do not want to dig holes using Stanley’s first dig as reasons to support each of their claim
* Some possible answers for digging can be: finding something, accomplishing a task, proving you can do it, getting stronger
* Some possible answers for not digging can be: sore hands, exhausting work, heat, yellow-spotted lizards

**11:30 – 11:55 French: Body Parts (25 min)**

**Instructional Objectives:**

SWBAT know how to say at least 3 body parts in French

**Assessment:**

What: Check for Understanding/Which Card is Missing?

How: Teacher’s Observation and Notes (teacher will observe students when they are participating in various activities and make notes of their understanding)

What: Label the Diagram

How: Complete/Incomplete (teacher will mark students’ work as complete or incomplete)

**Materials:**

* Projector
* Smartboard
* Slideshow
* Video clip about body parts in French (<https://www.youtube.com/watch?v=bChrAwLzoSo>)
* Diagram
* Pencils
* Erasers
* Cards with the body parts

**Activities:**

**Hook:**

**Video Clip (3.5 min)**

* Play a video clip of a French song about body parts for students to view
* After watching the video, ask students “What do you think we are going to learn in this French unit?”
* Call upon volunteers to answer

**Introduce the Topic (0.5 min)**

* Make it clear to students “In this unit, we are going to learn about body parts in French”

**Body:**

**Introduce the 5 French Words (1.5 min)**

* Demonstrate how to say the following body parts in French:

1. hand (la main)
2. foot (le pied)
3. leg (la jambe)
4. nose (le nez)
5. belly (le ventre)

* Have students listen and repeat each word after the teacher

**Practice within Group (5 min)**

* Have students practice the words within their group of 3 first by testing each other for a few times

**Check for Understanding (5 min)**

* Walk around the classroom and test each student
* For the first round, give out the French words and have students give out the English meaning
* For the second round, give out the English translations and have students give out the French words
* For the third round, give out either a French word or an English translation, have students translate

**Closure:**

**Label the Diagram (5 min)**

* Give each student a diagram
* Have students label the five body parts they learned today in French

**Which Card is Missing? (9.5 min)**

* Give each group of 3 students 5 cards with the body parts that they learned today
* Make the rules clear to students:

1. The group picks a leader
2. The leader lays down 5 cards, face up, and the group reads all the words
3. Everyone (except the leader) closes their eyes while the leader removes one card
4. Students then open their eyes and must guess which card is missing
5. After 4 turns, a new leader is chosen

* Ask students if they have any questions or confusions
* Answer questions and clarify confusions
* Have students start the game

**11:55 Bell Rings:** Students go outside and play

**12:30 – 12:50 Lunch**

**12:50 Bell Rings:** Students go back to their seat and get ready for the class

**1:00 – 1:33 Social Studies: Immigration and Discrimination in Canadian History (33 min)**

**Instructional Objectives:**

* After playing the card game and reading a passage of their group’s choice, SWBAT demonstrate their understanding of some important historical events in BC for Chinese Canadians by summarizing the key information and explaining it to the rest of the class

**Assessment:**

What: Students’ Learning, Understanding, Feelings and General Feedback

How: Self-Assessment (students will use thumbs-up or thumbs-down to respond to each statement on the teacher’s checklist to assess their own learning)

**Materials:**

* Smartboard
* Projector
* Cards
* Chinese Canadians history handouts
* Checklist

**Activities:**

**Hook:**

**Card Game (15 min)**

* Tell students that they are going to play a card game
* Inform students that they need to work in groups of 6 for this game
* Explain the game rules to students:

1. Each card has a headline and an image on the front and has a date and a description on the back
2. Keep the date-side hidden until after the card has been played
3. One student (the dealer) in each group deals four cards with date-side down in front of each player
4. DO NOT LOOK AT THE DATED SIDE OF THE CARDS UNTIL THEY ARE IN PLAY!
5. Put the rest of the cards to one side as the draw deck
6. Turn over the first card of the draw deck to reveal the date and the description
7. Read the date and description out loud, then place the card in the middle of the table. This is the first card of the timeline
8. Beginning with the person to the left of the dealer and going clockwise, players take turns playing a card of their choice from the set in front of them (each player needs to read the headline. Then place the card with the date-side down next to the starting card in the middle of the table. Place the card to the left if you think it occurred before the date on the middle card and place the card to the right if you think it occurred after the date on the middle card)
9. After the card is played, turn it over to reveal the date and read the date and the description aloud to the other players (If the card is placed in the correct chronological order in the timeline, then leave it where it is with the date-side facing up. If the card has the same date as the card next to it on either side, it is considered to be placed correctly. Add one point to your score and draw another card. Play passes to the next person)
10. When the last card has been added to the timeline, the player with the most points wins the game (Ties share victory)

**Body:**

**Pose Questions (1.5 min)**

* Ask students the following questions:

1. In your opinion, what individuals or groups are often not studied in history?
2. Why do you think women, ethnic minorities and poor people have often been left out of history?

* Call upon volunteers to answer the questions

**Introduce the Topic (0.5 min)**

* Tell students that they are going to learn about some important historical events in BC for Chinese Canadians in today’s lesson

**Studying Chinese Canadian History (15 min)**

* Inform students that they are going to work in groups of 2 for this activity
* Have each group choose a topic related to Chinese Canadian history (e.g., gold rush, Chinese disenfranchisement, Canadian Pacific Railway, Head Tax) from the handouts provided by the teacher
* Ask students to read about the topic of their choice within their group of 2
* Tell students that once they are done with reading, they need to summarize the information on their handout and one student from the group needs to report their group’s summary to the class (Note: Call upon the groups that will give good feedback)

**Closure:**

**Checklist (1 min):**

* The teacher reads out the statements on the checklist (e.g., I learned something new today; I gained a better understanding of the Chinese Canadian history in BC; I am interested in today’s topic; I want to learn more about today’s topic)
* Have student use thumbs-up or thumbs-down to respond to each statement

**1:33 – 2:30 ADST: Internet Safety (60 min)**

**Instructional Objectives:**

* SWBAT know how to create a strong password
* SWBAT understand how to take care of their personal devices
* SWBAT understand the dangers of the public Wi-Fi
* SWBAT know how to avoid common traps or scams

**Assessment:**

What: In- Class Discussions

How: Teacher’s Observation and Notes (teacher will observe students when they are participating in various discussions and make notes of their understanding)

What: Worksheet

How: Marking (teacher will mark students’ worksheet to see how many questions they get correct)

**Materials:**

* Projector
* Smartboard
* Slideshow
* Article
* Worksheet
* Pencils
* Erasers

**Activities:**

**Hook:**

**Pose Questions (7 min)**

* Ask students “Who loves playing computer games or surfing on the internet? Do you think the internet is always safe to us?”
* Call upon volunteers to share

**Introduce the Topic (1 min)**

* Make it clear to students that internet is not always safe to us and that is why we need to learn about internet safety
* Tell students “In this mini unit, we will learn about internet safety, digital footprint and digital citizenship”

**Body:**

**Easy Ways to Protect Yourself (25 min)**

* Teach students about strong passwords and weak passwords
* Show students a slideshow with the most common passwords and tell students that these passwords are weak passwords which are not safe to protect our account
* Teach students about personal devices (laptops and phones):

1. Always sign out
2. Never leave devices unattended
3. Always use a password or pin that cannot be guessed
4. Never give your password to a friend

* Teach students about the dangers of using public Wi-Fi and what people should not do under public Wi-Fi
* Teach students how to avoid common traps or scams:

1. How to download safely
2. Do not open or click on links if you are not 100% sure
3. Check the URL before clicking on any links
4. Read the fine print. Do not accidentally sign up for something with a contract
5. If it sounds like someone who may know you but you are not sure. It is likely a scam
6. If something is truly free, you do not need a credit card for it
7. If it sounds too good to be true, then it is

* Make it clear to students “If you fall for a scam, tell a parent, a teacher or a trusted adult immediately. Be sure to change your password”
* Have students talk about the scams that they know of

**Closure:**

**Practice Time (15 min)**

* Give each student a short article and a worksheet about passwords
* Have students read the article
* Then, have students complete the worksheet

**Discussion and Sharing (12 min)**

* Have students discuss what they learned in today’s lesson within their group of 3 first\
* Then, one student from each group needs to share at least one thing that they learned from today’s lesson

**Video (Internet Safety):** [**https://www.youtube.com/watch?v=prU3u4o0Tp0**](https://www.youtube.com/watch?v=prU3u4o0Tp0)

**2:30 Clean up**

**2:41 Bell Rings for Dismissal**