

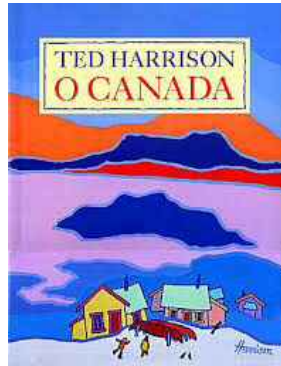
Date	Curriculum Areas Level Language Art Social Studies	Grade
Flag of Canada - 50th Anniversary, 2015		4-6
<p>Curriculum Expectations: Language: Developing ideas, writing for purpose & audience, experimenting with forms of writing, media literacy, oral language Social studies: Local community, heritage & perspective Visual Arts: Using art as an enhancement to written work</p>		
<p>Assessment Criteria: What will students say, do and/or write to demonstrate that they have learned the expectations for this lesson Portfolio, Metacognition- discuss & reflect on what methods they found useful, strategies which helped them during the process. Visual Art form & style. Students have chosen items to represent their unique family history in Canada. Students should incorporate words from group/family brainstorming, and embellish from their own vocabulary choices.</p>		
<p>Recording Devices: <i>Observation/Anecdotal</i> Rubric/success Criteria Checklist</p> <p>Sample Assessments <i>presentations</i> <i>conferences</i> demonstration tests graphic organizers <i>self assessment</i> peer assessment <i>portfolios</i></p>	<p>Accommodations: <i>Work Buddy</i> <i>Increase</i> <i>Decrease</i> Mini-lesson <i>Conferences</i> Study Plan Extension <i>Incorporate as needed</i></p>	<p>Modifications (Changes to expectations)</p> <ul style="list-style-type: none"> - Provide alternative poetry samples, either more complex or allow students to select their preferred form - Conference with small group or individuals in a lean in to build understanding or meet individual needs - Scribe for students as needed or required - Allow for guest reader for those who do not wish to perform

Remember to share students finished work at www.FlagofCanada.ca details on website

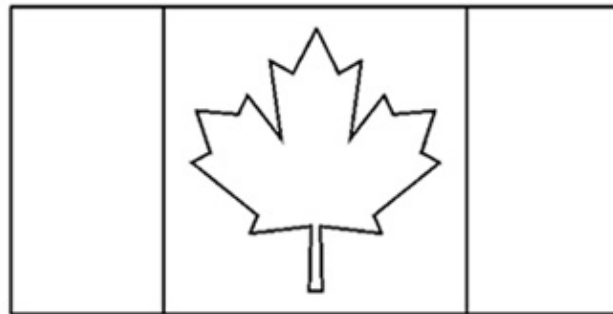
Multiple Intelligences:

Bodily Kinesthetic
Verbal/Linguistic
Logical/mathematical
Musical
Visual/spatial
Interpersonal
Intrapersonal
Naturalist

Materials/Notes: Select a book as a springboard (Mental set) into the discussion of the flag, to help students recall & build on their opinions of the flag within their local area. Below is a suggested text.



Family Interview Questionnaire:
[Junior Family History Interview.docx](#)



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We acknowledge the financial support of the Government of Canada through the Department of Canadian Heritage via the Celebration and Commemoration Program.

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Mental Set (Beginning):

Introduce the topic and motivate students to want to learn what is being taught, using what they already know and going beyond.

Read one of the stories suggested. Talk about being Canadian and the history their family has. Students should take home the Family Interview Sheet and complete for homework with their family.

Enabling Activity (Middle) *(Input, Modeling, Sharing Assessment Criteria Check for Understanding, Guided or Independent Activity)*

Using the template provided, ask students to create their own unique design of the Canadian flag, using their family pictures, memories or artifacts to represent their family history in Canada. Have students share their flag, and tell their story to a small group or an elbow partner .

Closure (End)

Conclude the lesson and engage students in making final connections in their learning? (Could involve student sharing or a class discussion about what they learned etc.).

Co-create Success Criteria with students to determine what artifacts should look like.

Teacher Reflections

Planning for follow-up lesson reflecting on what has been learned about the students and teaching.

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