

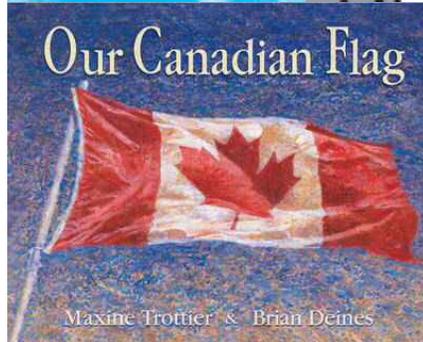
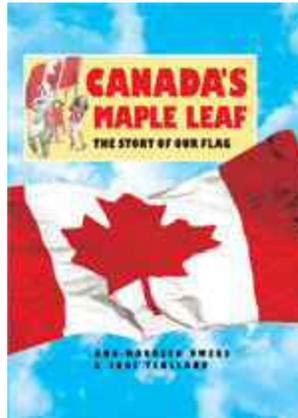
Date	Curriculum Areas Level Language Art Social Studies	Grade
Flag of Canada - 50th Anniversary, 2015		1-3
<p>Curriculum Expectations: Language: Developing ideas, writing for purpose & audience, experimenting with forms of writing, media literacy, oral language Social studies: Local community, celebrations, heritage & perspective Visual Arts: using art to convey a mood, celebrations</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. Students share artifacts orally with classmates</p>		
<p>Recording Devices: <i>Observation/Anecdotal</i> Rubric/success Criteria Checklist</p> <p>Sample Assessments <i>presentations</i> <i>conferences</i> <i>demonstration</i> 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"> - Conference with small group or individuals in a lean in to build understanding or meet individual needs - Scribe for students as needed or required - Provide a template or starters for students as needed - Allow for students to create a Powtoon , Haiku Deck or Powerpoint presentation if they prefer

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 are a few suggested texts.



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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. Discuss where we might find a Canadian flag flying. Take a walk with students to the front of the school and look at the Canadian flag. Ask what they know about when the flag is raised, lowered or flown. Are there times when we lower the flag? Where else might we find a Canadian Flag in our community? Brainstorm a list of locations where the flag would be flown in the local community. Expand the group brainstorming to include some sensory words to describe the flag, its symbolism, and student impressions of how the red maple leaf makes them feel (e.g. proud to be Canadian, balanced, strong).

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

Discuss the significance of a 50th or Golden Anniversary. Often people celebrate a significant event such as this with a party or event. Ask students to plan a party to honour the flag and its place in Canada. What would the event look like, sound like and who might you invite to the party? Create a picture of the party or an invitation to show what will happen on the special day.

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.).

Plan a class party to honour the Canadian Flag. Have students share their party ideas, or invite other classes to gallery Walk the party. Co-create Success Criteria with students to determine what artifacts should look like.

eacher Reflections

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

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