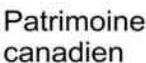


Date	Curriculum Areas Level Language Art Social Studies		Grade
Flag of Canada - 50th Anniversary, 2015			1-3
<p>Curriculum Expectations: Language: Developing ideas, writing for purpose & audience, experimenting with forms of writing, media literacy, oral language Social studies: Local community, heritage & 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. Poetry form & style. Students have chosen a form of poetry, created a poem on the topic of the Canadian Flag. Students should incorporate words from group brainstorming, and embellished from their own vocabulary choices. Students share poetry artifacts orally with classmates, on announcements</p>			
<p>Recording Devices: Observation/Anecdotal Rubric/success Criteria Checklist</p> <p>Sample Assessments presentations conferences demonstration tests graphic organizers self assessment peer assessment portfolios</p>	<p>Accommodations: Work Buddy Increase Decrease Mini-lesson Conferences Study Plan Extension Incorporate as needed</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 	

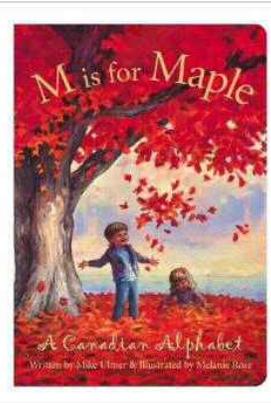
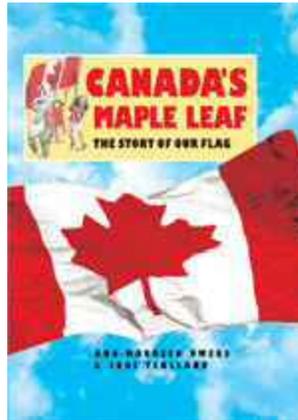
Remember to share students finished work at www.FlagofCanada.ca details on website

 <p>HOMETOWN MUSIC www.HometownMusic.ca</p>	 <p>Canadian Heritage</p>  <p>Patrimoine canadien</p> <p><small>We acknowledge the financial support of the Government of Canada through the Department of Canadian Heritage via the Celebration and Commemoration Program. Nous reconnaissons l'appui financier du gouvernement du Canada par l'entremise du ministère du Patrimoine canadien grâce au volet Programme des célébrations et commémorations.</small></p>	
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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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Canadian Heritage

Patrimoine canadien



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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. Ask 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? Share some flag history with students (attached). 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). Use some words from the National Anthem to provide expanded vocabulary for students to create a poem.

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

Show students a variety of poetry samples such as cinquain, acrostic, colour or free verse. A cinquain is a great form to explore with young learners and easy for them to master. Have students select the form of poetry they would like to use, and create a poem around the Canadian flag. Students should illustrate their poem to add visual interest to their page. Some students may wish to begin with the illustration if they are more confident in drawing than in writing.

For poetry styles consult: <http://www.kathimitchell.com/poemtypes.html> for example...

Cinquains have five lines

Line 1: Title (noun) - 1 word

Line 2: Description - 2 words

Line 3: Action - 3 words

Line 4: Feeling (phrase) - 4 words

Line 5: Title (synonym for the title) - 1 word

An example is -

Mom

Helpful, caring

Loves to garden

Excitable, likes satisfying people

Teacher

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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.).

Gather students together to share poems. Share with partner classes or invite parents to attend a Poetry Caf wearing their red and white for Flag Day. Post artifacts on the Flag of Canada website.

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.

Share the artifacts created by students on the Flag on the <http://www.flagofcanada.ca/> site.

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