



Pearson

SIOP® Lesson Plan Template

<p>Topic: Beliefs, personal values, open-mindedness</p>	<p>Class: Grade 4, PYP (18 students)</p> <p>Nationalities - 10 Italy, 2 China, 1 Spain, 1 Finland, 1 United States, 2 England, 1 Belgium</p>	<p>Date: April 29, 2019</p>
<p>IB Unit Objectives:</p> <ul style="list-style-type: none"> • Students will identify their personal values. • Students will compare/contrast their values with the values of their classmates. • Students will discuss what it means to be open-minded. 	<p>NYS Common Core Learning Standards:</p> <ul style="list-style-type: none"> • 4W1b: Use precise language and content-specific vocabulary • 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • values • open-mindedness 	<p>Materials (including supplementary and adapted):</p> <ul style="list-style-type: none"> • colored paper (1 for each country that students are from - blue for Italy, green to China, yellow for Spain, etc.) • pencils • scissors • sticky tac 	
<p>Higher-Order Questions:</p> <ul style="list-style-type: none"> • What do you value? • How are our personal values similar and/or different from your classmates values? • What do you observe about the values of people from different countries? • What character attribute are we trying to achieve through this activity? 		
<p>Student Activities (Check all that apply for activities throughout lesson):</p> <p><i>Scaffolding:</i> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice</p> <p><i>Grouping:</i> <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent</p>		



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<p><i>Processes:</i> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</p> <p><i>Strategies:</i> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Links to Objectives</p>	
<p>Prior to lesson</p>	<p>For homework, students were asked to write a list of what they value or what was important to them in their life.</p>
<p>Copy values on colored paper (~5 minutes)</p>	<p>Hand out pieces of colored paper to students. Have them copy the values they wrote for homework onto the colored paper. (Secretly, give students a colored paper based on what country they are from, but do not tell them):</p> <p><i>Italy - blue (10)</i> <i>China - green (2)</i> <i>Belgium - orange (1)</i> <i>Spain - yellow (1)</i> <i>England - red (2)</i> <i>USA - purple (1)</i> <i>Finland - light blue (1)</i></p>
<p>Group work - categorize and organize values (~10 minutes)</p>	<p>Once students are done writing, have them cut out their values into strips of paper.</p> <p>Separate class into two groups - one group will work on the board and the other will work on the windows.</p> <p>Have students put all their values up on the board or window with sticky tac.</p>
<p>Whole group discussion (~10-15 minutes)</p>	<p>Once all the value strips are placed on the wall, have the students organize the values by category. Look at student work and give an example - if one student wrote that they value their dog, and two other students wrote that they also value their pet, then you could group those into a category called "Animals."</p> <p>Once students are done grouping the values, invite them to share their work. Ask the following questions and invite different group members to answer:</p> <ul style="list-style-type: none">- <i>What groups did you form and why?</i>- <i>What values did you find that many students had in common?</i>- <i>Were there any unique or unusual values that surprised you?</i>



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<p>Link to IB Learner Profile attribute - open-mindedness (~10 minutes)</p>	<p>Now, share the secret to the students: <i>Did you notice how we gave each of you a different colored paper to write your values on? Well that wasn't a random decision. In fact, we gave each of you a colored paper based off what country you are from!</i></p> <p>Allow students a few minutes to chat with their neighbors and react to this news. Share with them the colors that were given to each country.</p> <p><i>Now, let's look at the value groups we made on the board again. What do you notice? Chat with a person next to you.</i></p> <p><i>What conclusions can you make about the values of people from different countries? Chat with another person in your small group.</i></p> <p>Allow 2-3 students to respond to each question, and hopefully they will come to the conclusion that: Even though people are from different parts of the world, they value many of the same things (family, animals, nature/earth, love, health, etc).</p> <p>If students do not get to this conclusion on their own, ask guided questions to prompt their thinking:</p> <ul style="list-style-type: none">- <i>Do you notice how there are four different colors represented in the group "Animals?" What does this mean? (that people from these four different countries all like animals).</i>- <i>What do you notice similarly about the group labelled "Family?" (that there are three colors, which means students from three different countries all value family).</i> <p>Write the following statement on the board, and read aloud as a class: Even though people are from different parts of the world, they value many of the same things (family, animals, nature/earth, love, health, etc).</p> <p><i>As we know, our new unit of inquiry is about "Beliefs." How do this activity relates to our topic about "Beliefs?" (e.g. we talked about our values, we shared what was important to us, we saw that even</i></p>
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	<p><i>if we are from different countries, we all have things in common about what we value and believe is important)</i></p> <p><i>Let's look at the IB learner profile attributes on the board. Based on everything we talked about so far, which learner profile attribute do you think we will be focusing on for this unit? (answer: open-mindedness)</i></p> <p>Call on students until one brings up open-mindedness (many students could also make a case for other attributes, such as thoughtful, tolerant, inquirer, etc., but tell them that we will be focusing on open-mindedness for this unit).</p> <p>Write the following questions on the board: <i>What does it mean to be open-minded?</i> <i>How did our activity about values encourage us to be more open-minded?</i></p> <p>Have students discuss with a partner, then call on a few partners to share what they discussed. Write students' responses on the board.</p>
Teacher Reflection	<p>What about the lesson was successful?</p> <p>The students were all highly engaged during this lesson, because it was a topic that was personally meaningful for them - after all, they were writing about what was most important to them in their lives.</p> <p>The cooperative group work was also a strength of the lesson. The students interacted and communicated with each other often throughout. Ultimately, they constructed their own meaning, and were able to make a personal connection to the unit topic. While this lesson was structured and guided by the teacher, it's strength is the way the students were encouraged to work together and work independently.</p> <p>Lastly, this lesson was very interactive, with hands-on lessons and many opportunities for students to move around.</p> <p>What about this lesson was not successful?</p> <p>For the lowest level ELL's, the task of writing down what they valued may have been too difficult, because their list of values</p>



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ended up being a lot shorter than the higher level ELL's and native English speakers in the class. The activity would have been more successful had more of the lower level students written down their values, and then the everyone could have seen more clearly the different colors in each of the value groups they made.

In some groups, I noticed the more outgoing and higher level English speakers taking over their group at times, almost bossing them around, with the quieter or lower level students hanging in the back and participating less.

How could this lesson be improved? What would you change or do differently?

Next time, I might be more strategic about the two groups I make, to make sure they are heterogeneous, based on English level and personality.

I also would put more effort into assisting the lower ELL students write their values, perhaps by using Google translate or having them draw pictures instead of writing. On top of that, I could make the value list writing an activity we do together in class instead of a homework assignment, which might could make it easier to provide support to students who need it.

What will you do next to build on this lesson?

Seeing how well the students did with the higher order thinking questions during the discussion, I will continue to challenge them with more open-ended and meaningful questions throughout this unit.

For the next lesson, we will build upon the idea of open-mindedness with an interactive activity about stereotypes.

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