

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Lesson Plan

Lesson Title: My Roles at Home Lesson # 1 Date: March 3, 2026
 Name: Tanya Blackall Subject: Career Ed. Grade: 1

Rationale:

This lesson is important because students of this age are beginning to develop a sense of identity and belonging within their families and communities. By exploring the roles at home, students are provided with a meaningful and accessible entry point into Career Education as students connect learning to experiences that are familiar to them. By recognizing and discussing the different roles that they and their household members take on at home, students build an early understanding that everyone contributes in important ways.

Core Competencies:

Communication	Thinking	Personal & Social
<p>Collaborating <i>Working collectively:</i></p> <ul style="list-style-type: none"> • Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects. 		

Big Ideas (Understand)

Strong communities are the result of being connected to family and community and working together toward common goals.

Learning Standards

(DO)	(KNOW)
<p>Learning Standards - Curricular Competencies</p> <ul style="list-style-type: none"> • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities 	<p>Learning Standards - Content</p> <ul style="list-style-type: none"> • Connections to Community <ul style="list-style-type: none"> ○ Roles and responsibilities at home

Instructional Objectives & Assessment

<ul style="list-style-type: none"> Identify at least one role that they have at home 	<ul style="list-style-type: none"> Students share one role that they have in the household during the story discussion sharing circle
<ul style="list-style-type: none"> Describe ways that they contribute to their family or household 	<ul style="list-style-type: none"> Working in pairs, students will use their own set of role flashcards and indicate at least one role or responsibility that they personally have in their household (i.e. Feed the dog)
<ul style="list-style-type: none"> Recognize that different members of the household have different roles and responsibilities 	<ul style="list-style-type: none"> Working in pairs, students will use their own set of flashcards to organize their flashcards into roles that are present in their household by categorizing them by things that the kids do, the adults do, and things that everyone helps with (i.e. they feed the dog – goes into a group of roles that the kids do)
<ul style="list-style-type: none"> Express their understanding of roles at home through a drawing 	<ul style="list-style-type: none"> Students will draw a role or responsibility that they have in their household and then finish the sentence, “At home, I help by:”

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Listen to and attend during a short read-aloud Participate in whole-group discussions (e.g., raising a hand, taking turns speaking) Recognize and talk about familiar daily routines at home Identify themselves in drawings (draw a simple picture of self or actions) Follow 1–2 step oral instructions Make basic choices (i.e. selecting a flashcard that represents a personal responsibility at home) Work cooperatively with a partner during a sorting activity Using simple language to explain their thinking Attempting to finish the sentence describing their picture using letters or approximated spelling

Indigenous Connections/ First Peoples Principles of Learning (FPPL):

<p>Learning involves generational roles and responsibilities: This lesson is directly related to this portion of the FPPL as students are reflecting and recognizing that there are different roles and responsibilities within a household and what their part in that is. They get to explore and recognize that they are part of a larger household that works together to accomplish goals that support everyone.</p>
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Universal Design for Learning (UDL):

<p>Multiple Means of Representation:</p> <ul style="list-style-type: none"> Use of an illustrated book representing the ideas in the lesson Multiple visuals in the form of coloured flashcards, props, and pictures Class discussion about roles and responsibilities within households Example of a finished drawing with name and completed sentence <p>Multiple Means of Expression:</p> <ul style="list-style-type: none"> Oral sharing/discussion Sorting of manipulatives Drawing and colouring Completing a sentence
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Multiple Means of Engagement:

- Use of hands-on activities
- Personal choice
- Partner work and sharing

Differentiate Instruction (DI):

- A sentence starter is provided on the art badge
- Students that need help with writing will be given the option to tell the teacher orally or can be provided help to complete the sentence
- The flashcards with corresponding words help support ELL students
- Extension: Students that are advanced can explain why their role or responsibility is important or identify more than one that they do in their household (i.e. I feed the dog and I help do the dishes)

Materials and Resources

- Book "In Every House, on Every Street" by authors Jess Hitchman and Lili La Baleine
- Coloured flashcards – one set for each student (19)
https://www.canva.com/design/DAG_Hyj6DA/pDfFoEoK2huKZxBXHaFbKA/view?utm_content=DAG_Hyj6DA&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=hf035372581
- Art badge – one for each student (19)
https://www.canva.com/design/DAG_XP7Wlrg/n9GCfNJfvVbxLQdGcN6-oA/view?utm_content=DAG_XP7Wlrg&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=hfd9d1b7712
- Completed example of the art badge to show students
- Checklist for student participation during discussion and during the flashcard activities (1)
https://www.canva.com/design/DAG_X1OLJl0/3M9jUlavnqef6wS92L6ZrA/view?utm_content=DAG_X1OLJl0&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=he3e5658dd9
- Crayons
- Markers
- Pencils
- Erasers
- Optional for discussion: Props such as broom, pet bowl, plate, fork, etc.
- Magnifier set up
- Laptop
- Projector
- Canva presentation with pictures and prompts for discussion
https://www.canva.com/design/DAHCP8PFclo/PYzcv57iu6rYgtBBRjYolw/view?utm_content=DAHCP8PFclo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h6faec54333
- Student pairings prepared (elbow partners and one set of three if needed)
- I Spy counting page (print a few only for early finishers)
<https://www.teacherspayteachers.com/Product/FREE-SPRING-I-Spy-Counting-Activity-Worksheet-Set-Zip-A-Dee-Doo-Dah-Designs-3055473>

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): Hook: <ul style="list-style-type: none"> • Before reading the book, ask: 		10 min.

<ul style="list-style-type: none"> ○ <i>“What do you do in the morning before coming to school?”</i> ○ <i>“Who helps at home?”</i> ○ Let the students offer suggestions ● Read the book by Jess Hitchman & Lili La Baleine <i>“In Every House, on Every Street”</i> ● The teacher will ask questions and point out important things as they read the story <ul style="list-style-type: none"> ○ <i>“Does anyone here help to do the dishes at home?”</i> ○ <i>“Who else helps to do the dishes at your home?”</i> ○ <i>“Do you think that all kids your age help with the dishes at home?”</i> <ul style="list-style-type: none"> ▪ If no, <i>“Why?”</i> <p>Introduction</p> <ul style="list-style-type: none"> ● The teacher will give the students a rundown on what will be happening in the lesson and what is expected of them <ul style="list-style-type: none"> ○ <i>“We are going to be exploring some of the roles and responsibilities that we all have in our own households. This is different for everyone, so we’re going to have a discussion and talk about that. It’s always interesting to hear about what other people do in their homes and today we’re going to talk about all that. We’re going to look at what responsibilities you have at home and what responsibilities that others have in your home. Does that sound fun!?”</i> ○ <i>“Okay, with no talking, you are going to quietly get up and move to your table spot. Once you are there, wait for me to explain what we are doing next. You may go now”</i> 	<ul style="list-style-type: none"> ● Students will gather on the carpet quietly ● Students will listen to the story and raise their hand if they want to ask a question ● Students will raise their hand if they want to answer a question ● Students will listen to the teacher ● Students will quietly go to their table spots and wait for the teacher 	<p>5 min.</p>
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- The book will engage the students and get them thinking about their own household roles as well as others in their homes

Extensions:

- Students can expand on more than one role or responsibility that they personally have in their household or add more roles that are not present on the flashcards
- Ask more advanced questions such as “How could this job change in the future?” or “What jobs do you think that you will have when you’re older in your household?”
- Students could label the actual drawing pieces

Reflections (if necessary, continue on separate sheet):