****

**Lesson Plan Template (Revised 2020)**

**Elementary Years**

|  |  |
| --- | --- |
| **Name:** | **Emily Hanson** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | K | **Topic** | Applied Design, Skills and Technology |  |
| **Date** | March 2, 2021 | **Allotted Time** | 45 mins total |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

|  |
| --- |
| We are currently learning about the seasons and have just learned about winter. Students shared their favourite thing about winter and a lot of the students said how they love being outside building snowmen. Although the students won’t be building snowmen, this lesson allows the students to have fun and play outside building snow-forts with their friends. It teaches them about building and designing their own creations, as well as working with others towards a common goal. Furthermore, this lesson allows students to engage in teachings about different cultures as it incorporates knowledge about how Indigenous peoples survived in the snow during the cold winters. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

|  |  |  |
| --- | --- | --- |
| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
| **In familiar situations, I cooperate with others for specific purposes.**   * **This is present in this lesson because the students are having to work together to achieve a common goal (building the snow-shelter).** |  |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

|  |  |
| --- | --- |
| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) | **Learning is experiential. This will be included in this lesson because it involves a lot of hands-on learning. Students will be building their own snow-shelter which will help them understand the content (snow-shelters purposes). It also allows them to build a snow-shelter that fits in the criteria with their fellow classmates.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

|  |
| --- |
| ***Understand***  Big Idea(s):  Designs grow out of natural curiosity.  Daily and seasonal changes affect all living things.  *Essential or Guiding Question(s):*  What kind of snow-shelters could we build?  How can we work together to design a snow-shelter? |
| ***Do***  Curricular Competencies (Learning Standards):  Generate ideas from their experiences and interests  Add to others’ ideas  Use trial and error to make changes, solve problems, or incorporate new ideas from self or others |
| ***Know***  Content (Learning Standards):  First Peoples knowledge of seasonal changes (science)  Living things make changes to accommodate daily and seasonal cycles. |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Thumbs up (check for understanding)

Check list (Door, walls, big, cooperation) – colour coordinated based on team

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Their final product (snow-shelter)

|  |  |
| --- | --- |
| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can work together with my friends to build a snow-shelter |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by working with their group members to build a snow-shelter that meets the criteria. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to build a snow shelter that has walls, an opening (to get in) and can fit at least 2 people inside. |

**Planning for Diversity:**

|  |  |  |
| --- | --- | --- |
| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to build a snow-shelter with the help of their peers that meets the criteria.  Access/All | Students can do  Students can work together with their peers to build a snow-shelter that meets the criteria.  Most | Students could do/try to  Students could try to make a specific design for their snow-shelter.  Students could try to go beyond the criteria for making their snow-shelter.  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

|  |
| --- |
| Pictures on the laptop of a Quinzee and Igloos for examples.  Students outdoor clothing – gloves, toques, snow pants, snow jacket, boots  Snow  Outdoor space to build their shelters  Clipboard with assessment.  Pre-determined groups. |

**Organizational/Management Strategies:** *(anything special to consider?)*

|  |
| --- |
| INSIDE:  -Making sure everyone is crisscross apple sauce, eyes on me.  -Making sure everyone is participating.  -I spy with my teacher eye “\_\_\_\_\_\_\_\_\_ is ready…etc.”  -Using both verbal and visual cues when necessary.  OUTSIDE:  -Whistle (3 long blows means go line up at the wall or meeting pole)  -All students are in SIGHT (and in the boundaries) – predetermined locations for building the snow-shelters  -No throwing snow  -Table groups = snow-shelter building groups  -Keep the door wedged open with door-stopper for easy school access  GENERAL:  -Making sure students are being STAR students (Safe, Teachable, Accountable, Respectful) and handing out STAR tickets when STAR behaviour is noticed.  -NEW behaviour chart has been put in place with star tickets, green, yellow, orange and red cards. At the beginning of the day all of the students are on green with a star ticket. If a student is not being a STAR student and has to be asked more than once, the teacher will change the card to yellow and the student will get 1 minute off of recess. If the student is still not listening, the card will be changed to orange and have 2 minutes off of recess. If the student is continuing to not act like a STAR student, it will be changed to red and student will have 3 minutes off of recess. Once recess is over, all students’ cards will turn back to green and we will repeat what’s stated above for lunch recess and centres. At the end of the day, student will receive their STAR ticket if they were on green all day.  -Students have a designated seating plan at the carpet. These are called “Dot Spots”. Students names are in a chart with a letter next to it which shows them which Dot they are supposed to be sitting on when at the carpet.  -N is on an IEP with goals for self-regulation and focus. Strategies that are being used are sign language, verbal cues and EA support when necessary.  -N has a sticker chart for her hearing aids, making sure they stay in all day   * We are integrating using an FM system with N. If she takes her hearing aids out because the FM system is too loud, we just pause the FM system and the EA will put her hearing aids back in.   -N has a daily communication book that tells her parents how the day went, what she has done and any other information that the parents need to know.  -N is on a 30 min bathroom timer.  -J has a behaviour chart where he is trying to earn stickers for STAR behaviour. After the lesson, teacher will talk to J about whether or not he was being a STAR student and give a sticker or an X. (6 stickers = STAR ticket, 9 stickers = prize). Teacher will keep an eye out for STAR behaviour and but a sticker on the chart whenever possible to emphasize the STAR behaviour and the positives (teacher will not always wait until after a lesson if there is something noticeable in the moment that deserves a sticker). |

**Lesson Development:**

|  |  |  |
| --- | --- | --- |
|  | |  |
| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  Teacher will have the students sit at the carpet on their dot-spot.  Teacher will ask the students what they remember from yesterday’s winter lesson.  Teacher will tell the students that today we are going to continue on with learning about winter.  Teacher will ask students to imagine themselves outside in the cold weather, with no house.  Teacher will ask the students how they think they would stay warm?  Teacher will listen to the students as they give their ideas. | **Students will**  Students will go to the carpet, sit crisscross applesauce on their dot spot waiting for the teacher.  Students will share their ideas of what they remember from the last class.  Students will imagine what it is like to live in the cold.  Students will give ideas about how they might stay warm without a house.  Students will listen to their peers’ ideas. | 5mins |

|  |  |  |
| --- | --- | --- |
| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Teacher will tell the students about how a long time ago, and even still today, Indigenous populations would have to build shelters out in the snow because they didn’t have houses with electricity like we do.  Teacher will talk about how Indigenous people changed their shelter based on the seasons and/or available material.  Teacher will ask students if they know what one of these shelters is called?  Teacher will say that there are 2 types of shelters, there are Igloos, which are made of ice, and Quinzees, which are made of snow.  Teacher will show pictures of both of the shelters.  Teacher will explain how these shelters would keep the Indigenous population warm in the cold winters.  Teacher will ask students if they would ever want to live in one of these.  Teacher will say, even if you don’t want to live in one of these, it is still fun to build them.  Teacher will ask students if they enjoy building snow-forts.  Teacher will tell students that today, after outdoor playtime we are going to build snow-forts.  Teacher will tell the students that we won’t be able to build ones like this, but we should still create some criteria for them.  Teacher will try to get students to co-create criteria for snow-shelters with the ultimate goal of creating a criterion that includes walls, an opening (to get inside) and can fit at least 2 people on the inside at a time.  Teacher will write the criteria on the board and repeat it.  Teacher will check for understanding with thumbs up.  Teacher will say “when you hear the whistle, come to the meeting pole and I will give you more instructions there.”  Teacher will remind students that we are not starting our snow-forts until after outdoor play.  Teacher will say that I have already created groups and will tell you them once we get to the meeting pole after outside play.  Teacher will tell students to get ready to go outside and play. | **Students will**  Students will listen to the teacher  Students will say “Igloos”  Students will listen as the teacher explains the Igloos and the Quinzees.  Students will look at the pictures on the laptop.  Students will listen to the teacher.  Students will respond to the teacher’s question.  Students will tell the teacher whether they like building snow-forts or not.  Students will probably get really excited about this.  Students will listen to the teacher and help the teacher create specific criteria to build their snow-forts.  Students will watch and listen to the teacher and give a thumbs up if they understand.  Students will listen to the teacher.  Students will get ready to go outside. | 5 mins  5 mins |

|  |  |  |
| --- | --- | --- |
| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Teacher will blow the whistle 3 times to signal students to come to the meeting pole.  Teacher will count the students to make sure everyone is present  Teacher will give the criteria/instructions one more time so that it is fresh in the student’s minds.  Teacher will split the students up into their table groups and tell each group where to go.  Teacher will tell the students to begin building their snow-forts.  Teacher will walk around making sure everyone is on task and participating. | **Students will**  Students will run to the meeting pole.  Students will stand waiting patiently.  Students will listen to the teacher as she repeats the instructions.  Students will go with their group to their designated spot.  Students will begin building their snow-forts with their groups. | 22 mins |

|  |  |  |
| --- | --- | --- |
| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  Teacher will blow the whistle and tell everyone to come to the meeting pole.  Teacher will ask one person from each team to “present” their snow-forts to the class.  Teacher will go through the criteria with each group when looking at their finished shelter.  Teacher will take a picture of each group in their shelter to share with their family on Fresh Grade.  Teacher will ask the students if they think their snow-forts would protect them from the cold winter nights.  Teacher will say that although their forts may not be like the igloos or the quinzees that the indigenous people built for shelter, they all turned out really good and looked like a lot of fun to build.  Teacher will tell the students to walk to the school and line up against the wall.  Teacher will count the students and let them back inside. | **Students will**  Students will run to the meeting pole.  1 student from each team will present their teams snow-fort to the rest of the class.  Students will listen to their peers.  Students will respond to the teacher’s question.  Students will listen to the teacher.  Students will walk back to the school and line up against the wall.  Students will wait for the teacher to open the door.  Students will take off their outdoor clothes. | 8 mins |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

|  |
| --- |
|  |

Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**