****

**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | 3 | **Topic** | Science – Food Chain |  |
| **Date** | Nov 26, 2020 | **Allotted Time** | 40 mins |  |
| **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?*

|  |
| --- |
| This is a second introductory lesson to the food chain. This is important because it allows the students to participate in a constructivist type of lesson. It allows students to think about their prior knowledge and make/build connections. This is an essential skill for science. It also allows students to interpret the world in a way they may have never before.  |

**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
 |
|  | **I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.****I can use evidence to make simple judgments.** |  |

**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 takes patience and time | **This will be embedded in this lesson because the students are going to get frustrated with this lesson. This style of science hasn’t been done in this grade 3 class and therefore it’ll be hard the first time. But with patience and within time, they will learn and they will persevere.**  |

**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):[Living things are diverse, can be grouped, and interact in their ecosystems](https://curriculum.gov.bc.ca/curriculum/science/3/core).*Essential or Guiding Question(s):*What are the different ways that I can connect/group these animals? |
| ***Do***Curricular Competencies (Learning Standards):Make predictions based on prior knowledgeRepresent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriateExpress and reflect on personal or shared experiences of [place](https://curriculum.gov.bc.ca/curriculum/science/3/core) |
| ***Know***Content (Learning Standards):[biodiversity](https://curriculum.gov.bc.ca/curriculum/science/3/core) in the local environment[the knowledge of local First Peoples](https://curriculum.gov.bc.ca/curriculum/science/3/core#;) of [ecosystems](https://curriculum.gov.bc.ca/curriculum/science/3/core#;) |

**STAGE 2: Assessment Plan**

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

Asking about prior knowledge connections to land around them

* Walking around as the students share and collecting data

How they grouped their animals (walking around as students share observations and collecting the data) (peer assessment)

SUMMATIVE ASSESSMENT: (Assessment of Learning)

|  |  |
| --- | --- |
| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | I can group the animals, plants and other things in the Haida Gwaii environment I can articulate why I grouped the animals in a certain way |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will glue their animal and plant pieces onto a paper and group them in whatever way they desire |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | Students need to be able to make connections between the different animals and plants they are given  |

**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 doStudents can group the animals with help and share ideas about how they were grouped with assistanceWith assistance, students can make connectionsAccess/All | Students can doStudents can group the animals independently and share ideas about how they are groupedStudents can make connectionsMost | Students could do/try toStudents can group the animals independently and share ideas about how they are grouped. Students can make deep and meaningful connections.Few/Challenge |

**STAGE 3: Learning Plan**

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

|  |
| --- |
| Science ticket preparation Random popsicle stick draw Glue 17x11 paper Cut outs of animals and plants in baggiesAssessment sheet |

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

|  |
| --- |
| Random popsicle stick drawPre cut all of the animal and plant cutouts Chime to get classes attention Roaming around for helping students and making sure they are staying on task  |

**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 ring chime to get the students attention Teacher will introduce the lesson by reminding them of what they did last class. * Tuesday our learning intention was “I can sort and group animals, plants and other things in the environment”

Teacher will tell students about the different ways that I noticed they grouped and sorted their animals, etc. * By size
* By what they eat
* Where they live
* By their appearance (legs, fur/skin/wings, their colour, etc.)
* Whether they are “alive” or not

Teacher will write all of these ideas on the board. Teacher will say that these are all attributes that you have given to the animals, plants and other things.* You sorted them by attributes

Teacher will ask the paper passers to hand out the bags and the papers | **Students will** Students will stop, look and listen Students will listen to the teacher Paper passers will pass out the papers and the bags | 3 mins |

|  |  |
| --- | --- |
| **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 students not to open their baggies quite yet. Teacher will tell the students that inside the baggie is cut outs of different animals, plants and other things from haida gwaii Teacher will say “Your job is to group them and connect them. You can do this in any way you want. And then you glue them in their groupings onto the paper” Teacher will say that this time we are going to take a sharpie and circle all of our groups so that it is easier to seeTeacher will tell the students that “although, me telling you to just group them isn’t very specific, I think that we should come up with criteria together for how we want to do this. What was the criteria we agreed upon last week? Do we need to add anything?”Teacher will make sure that “none of the animals are plants get left out, you have to use them all” and “be able to explain why you put them there” are both on the criteria listTeacher will make sure everyone is ok with the criteria Teacher will tell students that they need to separate their desks from each other because this is not a partner activity * You need to do this alone and show your own ideas
* Also then you wont mix up the pieces with someone else.

Teacher will remind the students that this is hard and we have not learned how to do this kind of science. Teacher will tell the students that there are no wrong answers EXCEPT not doing it. * You cannot FAIL, so just try to have fun.

Teacher will tell the students that they only have 10 minutes and everything needs to be glued on.  | **Students will** Students will hand out papers and baggies with cutoutsStudents will not open their baggies yet Students will listen to the teacher Students will come up with criteria to add to the list Students will listen to each other while talking Students agree or disagree Students will separate their desks from each other Students will listen to the teacher | 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 tell students to begin grouping their animals, plants and othersTeacher will walk around helping the students (but not really helping them because it has to be their own ideas – vaguely helping them) * Teacher will also be making sure students are on task and observing ideas that they are coming up with.

Teacher will tell the students they have 2 more minutes – make sure everything is grouped and glued onto the page Teacher will tell students that now we are going to be partnered up and you are going to show/explain your grouping to your partner. You will receive 2 science tickets – one for you and one for your partner. (explain ticket) On the ticket you will fill out 1 2 3 or 4 and then your partner will write whether you agree with their feedback. (then staple to the paper.Teacher will hand out the science tickets Teacher will tell students to begin sharing their ideas with their partner.Teacher will call the students back and tell them that they will now be doing this exercise a second time. This time they have to group them in a different way than the first time Teacher will tell students they can begin doing it a second timeTeacher will roam making sure everyone is staying on task, etc. Teacher will tell students to go with their partners and do the science ticket again  | **Students will** Students will begin grouping their animals, plants, etc.Students are staying on task Students will finish up gluing their cutouts to the paper in their groups and circling their groupsStudents will listen to the teacherStudents will begin sharing their ideas with their partners Students will peer-assess their work Students will listen to the teacher Students will go back to their own desk Students will do the activity again but in a DIFFERENT way than last time Students will go with their partner, share their ideas and peer-assess | 10 mins4 mins10 mins4 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 call the students back to their desksTeacher will hand out exit slipsTeacher will tell students that today we sorted and grouped animals, plants and other things in the environment. Teacher will tell students to write down on the exit slip HOW they sorted their animals, plants, things the first time and the second time! Teacher will ask the students to put their animal grouping papers in the hand in bin | **Students will** Students will go back to their desksStudents will listen to the teacher  Students will fill out their exit slipStudents will put their animal grouping sheets in the bin | 4 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***?**