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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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

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| **Grade** | K | **Topic** | Science: Seasons/Weather |  |
| **Date** | March 15, 2021 | **Allotted Time** | 30 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?*

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| Students have just finished learning about all of the different seasons. As well, students have previously learned about the 5 senses and different things that you can touch, taste, smell, see and hear. This lesson is important as it extends on their learning of the 5 senses and allows the students to use this knowledge, as well as focusing on the current content being taught of the 4 seasons. |

**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:*

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| **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 (fill in the season worksheet).** |  |  |

**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/>)

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| **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) | **This is embedded into this lesson because students will be thinking about their prior knowledge (learned and experienced) and using it to come up with ideas for this lesson. As well, students will be focusing on their working relationships with their peers as they work together towards a common goal.** |

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

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

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| ***Understand***  Big Idea(s):  Daily and seasonal changes affect all living things.  *Essential or Guiding Question(s):*  What do you smell in winter, spring, summer, fall?  What do you see in winter, spring, summer, fall?  What do you hear in winter, spring, summer, fall?  What do you feel in winter, spring, summer, fall?  What do you taste in winter, spring, summer, fall? |
| ***Do***  Curricular Competencies (Learning Standards):  Make exploratory observations using their senses  Represent observations and ideas by drawing charts and simple pictographs  Share observations and ideas orally |
| ***Know***  Content (Learning Standards):  seasonal changes  living things make changes to accommodate daily and seasonal cycles |

**STAGE 2: Assessment Plan**

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

Check for understanding.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

The final worksheet with their group.

Anecdotal observations of participation in group work at tables.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can work in a group with my peers and share my ideas.  I can use my senses to explore things I like about the different seasons. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will work in their groups and fill out the final worksheet together. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to come up with ideas for each of the 5 senses for their particular season and share with their group. Students need to fill in their ideas on the worksheet by drawing pictures and share their final ideas with the class. |

**Planning for Diversity:**

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| **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 work with their group members to fill out the 5 senses worksheet with help from an adult (i.e. giving examples/guiding questions).  Access/All | Students can do  Students can work with their group members to fill out the 5 senses worksheet with examples talked about in class and some of their own ideas.  Most | Students could do/try to  Students could try to come up with all new ideas while filling out their worksheet with their group members. Students could try to add more than 1 example.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Pre-prepared groups  Printed off worksheets  Pencils  Previous seasonal sorting charts for Winter/Spring and Summer/Winter. |

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

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| 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.  -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:**

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| **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 call the students over to the carpet to sit on their dot spot.  Teacher will tell students that they need to be sitting crisscross apple sauce, hands in your lap, all eyes on me.  Teacher will ask students what are some things we’ve been learning about for the past couple weeks? – teacher will give hints if needed.  Teacher will say the seasons.  Teacher will ask what the different seasons are  Teacher will say Winter, Spring, Summer and Fall.  Teacher will say that we will be using all of the things we’ve learned about the seasons, as well as our 5 senses, that you learned with Mrs. Baumbach, to do a group job.  Teacher will ask what the 5 senses are (pointing to eyes, ears, mouth nose and hands for prompting). | **Students will**  Students will come to the carpet and sit crisscross applesauce with their hands in their laps and their eyes on me.  Students will give their thoughts and their ideas.  Some students may come up with seasons as an idea and share it.  Students will listen to the teacher.  Students will share the different seasons: spring, summer, fall and winter.  Students will listen to the teacher  Students will respond with touch, taste, sight, hearing and smelling. | 5 mins |

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| **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 explain some of the different senses with regards to the different seasons by giving examples   * i.e. for taste: winter you may taste hot chocolate or candy canes, summer you may taste popsicles or lemonade… etc.   Teacher will use previous seasons sorting charts to guide conversation.  Teacher will then ask one of the groups to come to the front of the class to demonstrate how to do the worksheet/group work.   * Teacher will explain what season this group will have * Teacher will demonstrate how we are going to go sense by sense (one at a time) and talk about it as a group. * Teacher will have a visual model on worksheet on the whiteboard to fill out during the example. * Teacher will then show that 1 student from each group will get to be the “recorder” (the person who draws). And everyone else gives ideas. (teacher will pick a recorder from each group). * Teacher will show that 1 person is the sharer for at the end (this individual will share all of their ideas to the class). * Teacher will demonstrate and discuss simple, quick drawings.   Teacher will check for understanding and fill in the gaps where needed.  Teacher will tell students their group members and hand out the group papers (giving it to the recorder) and tell groups which table to sit at.  Teacher will tell students to begin. | **Students will**  Students will listen to the teacher.  Students may give some ideas of their own.  Students that are called will go stand in front of the class for the example.  Students will watch the demonstration.  Students will ask questions when needed.  Students will show thumbs up or thumbs down for check for understanding.  Students will go to their desks and get ready to start their work. | 10 mins |

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| **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 walk around, filling in the gaps where needed and helping groups with guiding questions.  If fast finishers, teacher will get students to think of more ideas and add more to their worksheet.  Teacher will collect papers and have students return to the carpet.  Teacher will get each group to present their ideas to the class, starting with winter, then spring, then summer and finish with fall. | **Students will**  Students will work with their group, thinking of ideas and sharing them. The recorder will draw a picture of the ideas.  Students will return to the carpet.  1 student from each group will share their ideas with the class.  Students will listen to the person who is sharing. | 13 mins |

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| **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 tell students that they came up with some great ideas.  Teacher will say that there are lots of things in the world around us that we can use our 5 senses to observe: whether that’s by touch, smell, sight, hearing or tasting!  Teacher will tell students that it is time to get ready for recess. | **Students will**  Students will listen to the teacher.  Students will get ready for recess. | 2mins |

**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?*

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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***?**