UNIT PLANNING TEMPLATE

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| **Tegy in** | **Unit Topic / Guiding Question: Seasons/Weather** | | | | | | |
|  | **Rationale: Since school has begun, students have been shown the different seasons through their explorations outside at recess, as well as through books. However, it is important that the students gain a firm understanding of how each of the 4 seasons differ and what are the main characteristics of those seasons. Students will also be given the opportunity to compare seasons, share their ideas about their favourite seasons and their favourite seasonal activities. Furthermore, students will be able to observe a few science experiments that go hand in hand with the different weather changes that occur within such seasons.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| *Daily and seasonal changes affect all living things.* | | | *What are the 4 seasons?*  *How are the 4 seasons different?*  *What are different activities for each season?*  *What clothing do you wear during every season?*  *What is the weather like during every season?*  *What do the trees and the earth look like during every season?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   **I communicate purposefully, using forms and strategies I have practiced.**  Students will be communicating with their peers and the teacher a lot during this unit. Students have been practicing how to full body listen when other students are talking and therefore can practice this strategy in the lessons.  **In familiar situations, I cooperate with others for specific purposes.**  Students will be participating in group work during this unit. Students will be put into groups of 4-5 students and will have to work together to achieve a common goal. | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**  Demonstrate curiosity and a sense of wonder about the world  Make exploratory observations using their senses | | | | | |
|  | **KNOW** | **Learning Standards - Content:**   * Weather changes * Seasonal changes | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * ***Learning requires exploration of one’s identity.*** * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**  **The entirety of this unit is about the seasons and the weather. Due to the natural aspect of this unit, the lessons will embody the principle of “relational” regarding sense of place. Students are aware of what the seasons look like and have experienced them in full. Learning about them and diving deeper into them allows the students to embody their own sense of place. Understanding your own sense of place allows us to understand the seasons and the weather that constantly surround us.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | *Student observations worksheets.*  *Student snow-forts.*  *Student drawings or favourite season/favourite seasonal things.*  *Student’ classifications of seasons.* | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | *Collaborative seasons and 5 senses worksheet.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *Weather in calendar (every day).* | *I can tell if the weather outside is like a lion or a lamb.* | | | **During calendar, the V.I.P. every day will have the chance to look outside the window and say whether they think the weather is like a lion (strong wind, cold temperatures, heavy snow or rain) or lamb (gentle breeze, mild temperatures, sunny). Student will then add a lion or a lamb to the calendar chart, colour the line graph and add the number of total lions and lambs.**  **Teacher will read the Lion and Lamb book on the 1st day of March to further explain the concept.** | | | |
| *March 1, 2021*  *Winter* | *I can share/describe things specific to winter.*  *I can share my favourite thing about winter.* | | | **Teacher will read the story “The Snowy Day” by Ezra Jack Keats. While reading the story, teacher will get students to point out all of the “wintery” things (i.e., the winter activities, how the tree looks in the winter, what the character is wearing, what the setting looks like, etc.). Teacher will then ask students to write/draw a picture in their journal about their favourite thing about winter. Students will have to print and finish the sentence “In winter I like…”**  **Assessment: Student will draw their favourite thing about winter in their journal.** | | | |
| *March 2, 2021*  *ADST Snow-shelter building* | *I can build a snow-fort with my friends.* | | | **Teacher will introduce the lesson to students by showing a picture of an igloo and a picture of a Quinzhee and explaining what they are. Teacher will tell the students that they will be building a snow-fort/shelter in groups. Students must meet the criteria (walls, opening, must be able to fit 2 people inside). Students will go outside, and they will start building their snow-forts.**  **Assessment: Did the structure follow the criteria?** | | | |
| *March 4, 2021*  *Snowstorm in a jar experiment* | *I can make observations.* | | | **Teacher will perform an experiment called snowstorm in a jar for the class (have everyone around the table watching). Teacher will make sure students are paying attention and OBSERVING what is happening. Teacher will have students draw their observations.**  **Assessment: Student observations.** | | | |
| *March 5, 2021*  *Spring* | *I can share/describe things specific to spring.* | | | **Teacher will read the story “When Spring Comes” by Kevin Henkes. Teacher will ask the students what some signs that spring is coming (from the book and extend learning from their own ideas). Teacher will then get the students to be “season detectives” and have them look through some pictures and they can classify whether the pictures are winter or spring. Students will work in their table groups and each table will have a piece of chart paper, students will put the pictures on the winter side or the spring side. We will then share our ideas as a group.**  **Assessment: Classification of the pictures.** | | | |
| *March 8, 2021*  *Raincloud in a jar* | *I can make observations.* | | | **Teacher will perform an experiment called raincloud in a jar for the class (have everyone around the table watching). Teacher will make sure the students are paying attention and OBSERVING what is happening. Teacher will have the students draw their observations.**  **Assessment: Student observations.** | | | |
| *March 9, 2021*  *Summer* | *I can share/describe things specific to summer.* | | | **Teacher will read the story “Summer Song” by Kevin Henkes. Teacher will ask students what all the “summery” things are (i.e. What summer looks like, what kind of animals, what colours they see, what kind of activities, etc.). Teacher will then get the students to draw a picture of their favourite thing about summer in their journal. Students will have to print and finish the sentence “In summer I like…”**  **Assessment: Students draw their favourite thing about summer in their journal.** | | | |
| *March 10, 2021*  *Fall* | *I can share/describe things specific to fall.* | | | **Teacher will read the book “Hello Fall” by Deborah Diesen to the students. Teacher will have the students think of all the fall things that we read about and other fall things that come to mind. Teacher will then split the students up into table groups and give them each a piece of chart paper and pictures of fall and summer and have them sort which are fall and which are summer. We will then share our ideas as a group.**  **Assessment: Classification of pictures.** | | | |
| *March 11, 2021*  *Tornado in a bottle* | *I can make observations.* | | | **Teacher will perform an experiment called tornado is a bottle for the class (have everyone around the table watching). Teacher will make sure the students are paying attention and OBSERVING what is happening. Teacher will have the students draw their observations.**  **Assessment: Student observations.** | | | |
| *March 15, 2021*  *4 seasons and the 5 senses* | *I can use my 5 senses to show what I like about a season.*  *I can work with and share my ideas with my friends.* | | | **Teacher will split the students up into 4 groups (table groups) and have the students work together to fill out the worksheet. Each table will be a different season. The worksheet instructions is to draw what you hear, smell, taste, touch and see in a particular season. Students will work together to come up with ideas (1 person will be the recorder). 1 student from each group will share their ideas with the class.**  **Assessment: Students sharing their ideas and working together on the worksheet.** | | | |
| *March 17, 2021*  *First peoples and the seasons* | *I can share my favourite season* | | | **Teacher will teach students about the seasons from an indigenous perspective. Teacher will tell students about the different activities/things that the indigenous population would do during certain seasons. Teacher will then have the students draw a picture of their favorite season (in this picture, students should draw themselves doing a seasonal activity).**  **Assessment: Having the students draw their favourite season and a picture of them doing a seasonal activity.** | | | |
|  | **Resources needed:** | | | | | | |
|  | **The Snowy Day by Ezra Jack Keats**  **Hello Fall by Deborah Diesen**  **Summer song by Kevin Henkes**  **When Spring Comes by Kevin Henkes**  **Outdoor area with snow**  **Jar, food colouring, water, shaving cream**  **Jar, water, white paint, baby oil, alka-sletzer, glitter**  **Jar with lid, water, sanitizer, glitter**  **Journals**  **Chart paper**  **Pictures printed**  **5 Senses worksheet**  **My favourite season worksheet**  **Student observation worksheet**  **Students supplies**  **Number corner resources (lion and lamb chart)**  **Lion and Lamb book** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **ELA will be weaved in through story and class discussion.**  **Art will be weaved in through a lion and lamb craft, as well as drawing in their journal.**  **ADST will be weaved in through building snow “structures”.** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |