** DRAFT LESSON PLAN (REVISED 2022)** Block 2 – with EDUC 391 and EDUC421

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 1/ Science | School: | Glenview |
| Date: | May 18/ 2022 | Allotted Time: | 45min |
| Topic/Title: | Biodiversity | | |

1. **RATIONALE / LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

**BC’s Curriculum (Continuous Views):** <https://curriculum.gov.bc.ca/curriculum/continuous-views>

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| *Describe how this lesson is relevant currently with these students and why it’s important. What is the purpose of lesson? Make note of the context of the lesson, students, class, emergent learning needs, focus, special events, etc.* |
| Students have been learning about life cycles. This lesson will allow students to learn about the topic of biodiversity in a hands-on experience outside.  Cite Resources: |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **CORE / Sub-Core Competencies** *(Choose one as the primary focus for the lesson):* | *Scan the FACETS from BC’s Curriculum to choose the sub-core competency. Then select one “I can” statement from PROFILES. Describe how this “I can” statement is developed in the lesson.* |
| * COMMUNICATION – Communicating * COMMUNICATION – Collaborating * THINKING – Creative Thinking * THINKING – Critical and Reflective Thinking * PERSONAL AND SOCIAL –  Personal Awareness and Responsibility * PERSONAL AND SOCIAL –  Positive Personal and Cultural Identity * PERSONAL AND SOCIAL –  Social Awareness and Responsibility | THINKING – Critical and Reflective Thinking   * Questioning and Investigating * I can ask questions, make predictions, and use my senses to gather information.   By utilizing the talking circle as a teaching tool students will have time where they can reflect on their sensory experiences, ask questions, and predict what types of living beings are in their environment. Students will be expected to think critically when talking about the topic of biodiversity and why it is important. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL): [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

**BC’s Curriculum (Indigenous Resources):** <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

**The First People’s Principles of Learning (Chrona, 2014):** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

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| **FPPL to be included in this lesson** *(Choose one as the primary focus for the lesson):* | *Consider the meaning of the FPPL chosen. Describe how this FPPL is embedded into the lesson and how Indigenous worldviews, ways, and perspectives are acknowledged.* |
| * Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). | This lesson will focus on the connectedness of living beings in the environment. Students will be looking at how they are connected to the world around them which will also reinforce their sense of place when we are outside sitting on the grass. This lesson will give students a chance to also be reflective when they take the time to think about the environment around them. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/>

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| *Look at the subject area(s) and grade level(s) under CURRICULUM on the BC’s Curriculum website.  Choose ONE (or two) Big Idea(s) as the primary focus of the lesson. (Cut and paste)*  *Describe how this lesson is contributing to this Big Idea. What are students expected to UNDERSTAND.* |
| Living things have features and behaviors that help them survive in their environment.  State one ESSENTIAL QUESTION to guide the learning.  Can I use my senses to observe the creatures in my environment? |

1. **LEARNING STANDARDS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

*NOTE: The Curricular Competencies and Content of BC’s Curriculum are assessed and evaluated for student learning.*

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| **Curricular Competencies**  *What are expected to DO in this lesson?*  *Choose one as the primary focus. (Cut and paste)*  *Briefly describe it will manifest in this lesson.* | **Content**  *What are students expected to KNOW in this lesson?*  *Choose one as the primary focus. (Cut and paste)*  *Briefly describe how it will manifest in this lesson.* |
| Questioning and predicting   * Demonstrate curiosity and a sense of wonder about the world   Students are expected to use their senses to explore the environment around them.  **(THE VERB OF THE LEARNING TARGET/INTENTION)** | * classification of living and non-living things   Students are expected to know the difference between living and non-living things when identifying the biodiversity within their own environment. When students are listening and looking at the world around them they are expected to only identify what living things (or possible living things) are in their environment.  **(THE NOUN OF THE LEARNING TARGET/INTENTION)** |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

*NOTE: The Assessment Plan begins developing in Block 2 during EDUC 421. Please refer to those learning resources.*

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| *How will students demonstrate their learning or achieve the learning target/intention? How will the evidence be documented and shared? How are students assessed? (i.e., self-assessment, peer assessment and teacher assessment.) What tools, structures, or rubrics are used to assess student learning (e.g., Performance Standard Quick Scale)?* |
| * Is the assessment formative or summative? Describe.   Formative, this lesson will guide learning towards our next science lessons.   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can use my senses to discover the world around me**  **I can think about the biology surrounding my life**   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Performance   * What Assessment Method is being used?   Personal Communication (i.e., selected response, written response, performance assessment, personal communication)   * How will you be assessing (or evaluating) student learning?   Through participation in the talking circle, and if students are nervous about this talking with the student afterwards to gage understanding.   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Student is able to communicate what they see and hear regarding the environment around them.   * Will you be using a rubric? What questions will be asked? Please include these in this section.   No  **Reference: Classroom Assessment for Student Learning: Doing It Right – Using It Well (Chappuis & Stiggins, 2020)** |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| By having students run before they join the talking circle, they are able to expel some energy before sitting silently which may be difficult for some students. Students with ASD will have more freedom to fidget and feel the world around them as well as participate as much as they feel comfortable in the talking circle.  **Planning for Diversity:**  Refers to Universal Design for Learning (UDL): Key resource: <https://udlguidelines.cast.org/>   |  |  |  | | --- | --- | --- | | ALL STUDENTS | MOST STUDENTS | FEW STUDENTS | | I must do…  Sit in the circle and think about the animals in their surrounding area.  How are all learners included? | I can do…  Participate in the talking circle when it is their turn to share.  What will most students do? | I could do…  Contribute new ideas to the talking circle that helps other students understand the concept of biodiversity.  What extensions can you take? |   Instructions for EA (if applicable):  Check Luna’s blood sugar before leaving the classroom and monitor while outside |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * Talking stick |

**8. INSTRUCTIONAL DESIGN (ALTERNATIVE FORMAT)**

Putting BC’s Curriculum, First People’s Principles of Learning, and Assessment Plan into action. Looking for coherence.

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| **Instructional Steps** | **Teacher will:** | **Student will:** | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Teacher will begin lesson on the carpet. Remind students about the lesson they had yesterday on talking circles as they will be doing something similar today.  Inform students we will be going outside for part of this lesson. What are the expectations when we do go outside? Line up on the wall and run to the goal post before meeting Miss Howard in the middle of the field. | Students can raise their hand and share what they remember about talking circles.  Students are to put their outdoor shoes and coats on before lining up on the outside wall they use to come inside. Once all students have lined up Miss Howard will give the instruction to run. |  |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | As students meet Miss Howard in the middle of the field they will make a circle and then sitting in the grass.  Go over the expectations of the circle/ lesson today.   * Not talking unless the student has the talking stick * Be completely silent when we are doing the hearing part of our lesson   Ask students if anyone has ever heard of the word “biodiversity” before.  What does it mean? There are lots of different animals and creatures in the world. Each animal lives somewhere suited to their environment. Where do humans live? Cities, towns, or houses  Begin the quiet portion of the lesson. Students will be given 1 minute to listen carefully to the sounds around them. Tell students they may close their eyes if they wish.  Can they pick out different animal sounds? What sounds do they hear?  After the 1-minute listening period is up. Remind students to not speak until it is their turn with the talking stick. Ask students to take another minute to focus on looking around them and thinking about the different kinds of animals and creatures that could live around them.  Once students have enough time to look and listen begin the talking circle.  Ask students to share what kind of sounds they heard and the kinds of animals they think could live in the area. Pass the talking stick around for each student to get a turn.  At the end of the lesson allow student free for all. Allow students the chance to sit in the circle and talk about any other subject within the theme of biodiversity. Questions, interesting things they noticed, related to their own life (I expect camping comments!) Kind comments are encouraged and this will be a time for students to be a little more silly with each other. EXPERIMENT  \*\*ALTERNATE LESSON  If it is very rainy outside the book “Walk this wild world” will be read with a corresponding activity. OR read this story before going outside and end the day on the playground. | Join Miss Howard in the middle of the field and create a circle before sitting down.  Listen quietly and raise a hand if they have a question.  Raise their hand if they have a question or answer.  Sit quietly and close their eyes if they wish. Listen to the sounds around them and look around their environment.  Wait until they have the talking stick to speak. Students can share what they see and hear before passing the stick on. |  |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | End the lesson by talking about the importance of biodiversity and how all the animals in the area work together. |  |  |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
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