** 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 Elementary |
| Date: | May 26/ 2022 | Allotted Time: | 30-40min |
| Topic/Title: | Trees and Forests | | |

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 different forms of life and the lesson previously focused on trees so this next lesson will look at trees in the bigger context of forests.  Cite Resources:  PGPL |

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 | Acquiring and presenting information – Students communicate by receiving and presenting information.   * I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share).   Students will be using what they know about forests to contribute to class discussion; they will use information we have learned from the story as well as draw on past experiences to discuss the topic of forests. |

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). | Students will be focusing on the importance of forests in within their lives as well as how forests connect different forms of life in the world. Students will need to look at the topic of trees holistically to connect trees and forests together as a plant that can support their environment. |

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 behaviours that help them survive in their environment.  State one ESSENTIAL QUESTION to guide the learning.  What are features within a forest? |

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.* |
| * Demonstrate curiosity and a sense of wonder about the world * Sort and classify data and information using drawings, pictographs and provided tables   Students will be using the Forest have, can, and are chart to visualize the many things forests can do for the environment around them as well as demonstrate their curiosity on the subject of forests. | * structural features of living things in the local environment   Students will be expected to know that having many trees in one area creates a forest. They will know that trees can support many other different forms of life as well. |

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 is in the middle of a science unit on nature.   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can recognize the many qualities of a forest that make it important**   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Reasoning   * 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 conversation; every student will have a chance to contribute to the forest have, are, can chart if not more turns.   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Being able to recognize different features within a forest   * 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 pulling popsicle sticks for turns every student will have a chance to share their thoughts on the activity which will also help students stay on task while reading the story.  **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…  Contribute one or more points to the Forest Have, Are, Can chart that has already been used  How are all learners included? | I can do…  Contribute one or more different points to the Forest chart  What will most students do? | I could do…  Contribute new ideas into the Forest chart.  What extensions can you take? |   Instructions for EA (if applicable):  Help students where possible |
| **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.* |
| * Forest Have, Are, Can chart * X16 leaf and flower colouring sheets |

**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* | Remind students of the lesson before this on the life cycle of a tree. Introduce that today we will be focusing on the features of a forest. | Raise a hand with questions or comments about yesterdays lesson or about forests. |  |
| **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* | Introduce book, “Before We Stood Tall” by Jessica Kulekjian  Transition to the idea of forests with the forest Have, Are, Can chart. We will be using this chart to help us understand the many uses and things forests can do.  Pull popsicle sticks for this so every student has a chance to contribute.  Allow students some time to colour and add flowers or leaves to the trees. | Sit and listen quietly while the story is being read.  Each student will have the chance to answer something on the chart. When it is not their turn students should be listening to their peers.  Colour and add something to the forest chart. |  |
| **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* | Students can place their leaf or flower on the trees before taking an early finisher activity   * Tree word search * Finishing I am… colouring sheet | Place their item and grab an early finisher task. |  |

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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