** 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: | June 7/ 2022 | Allotted Time: | 45min |
| Topic/Title: | Fungi Elements and Spore Prints | | |

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.* |
| This will complete our exploration of fungi as students are able to introduce themselves to the topic in an age appropriate manner which will foster their curiosity in nature.  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 | Questioning and investigating   * I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn.   Students will be asking questions and exploring the topic throughout the reading as they learn more about fungi. Students will also be using their senses to predict what their spore prints will look like exploring the similarities and differences between different types of fungi. |

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 recognizing the connectedness of fungi to the other forms of life they have learned about. Students will also be reflective and experiential as they explore the similarities and differences between different spore prints. |

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 the parts of a mushroom?  How is my spore print different from other fungi? |

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.* |
| Evaluating   * Compare observations with those of others   Communicating   * Communicate observations and ideas using oral or written language, drawing, or role-play   Students will be expected to communicate their observations through labeling the mushroom parts as well as when they examine their spore print. Students will also be comparing their own spore print with other prints. | * structural features of living things in the local environment   Students will be expected to know the features of a basic mushroom which they will have been introduced to the day before. Students will also be expected to know that this mushroom does not have the same features as other fungi which is enforced by examining different spore prints. |

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 will conclude our exploration of fungi.  \*\*A summative assessment of our nature unit is still in development   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   I can recognize the variety of structural features which make fungi unique   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Reasoning   * What Assessment Method is being used?   Selected Response and personal communication (i.e., selected response, written response, performance assessment, personal communication)   * How will you be assessing (or evaluating) student learning?   Completion of worksheet and observation   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Engaging with structured conversation with peers and book  Completion of worksheet  Exit Ticket   * Will you be using a rubric? What questions will be asked? Please include these in this section.   No |

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.* |
| **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…  Engage with the text meaningfully  Complete the mushroom worksheet  Examine own spore print.  How are all learners included? | I can do…  Examine spore print and make note of differences and similarities between peers.  What will most students do? | I could do…  Contribute new ideas to discussion  Help peers understand the differences between prints.  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.* |
| * Mushroom Worksheet |

**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* | Prompt students to remember the previous lesson on fungus. What is a fungi? What are some connections students have made to fungus in their daily life?  Continue the book from the point stopped at yesterday allowing students to make connections and engage with the book on each page. | Share their connections and answers by raising their hand. | 15min |
| **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* | After finishing the book ask several students to share their favourite part about fungi.  After discussion go over the parts of a mushroom worksheet. This is a match and colour activity where students will colour the designated box the same colour as the mushroom part i.e. blue = cap etc.  Demonstrate this on the document cam.  Prompt students with the question; would this depiction be the same for every type of fungi? (maybe aid this with an image from the book showing a different type of fungi like sac fungi)  After students finish this task they will move to their spore prints where they can examine it and notice the differences between each print.  Students will be encouraged to share their prints with each other.  When all students have finished their identifying worksheet allow time to examine their prints before transitioning onto a mushroom themed fine arts activity. | Raise a hand to share OR share when their popsicle stick is pulled.  Colour code their mushroom worksheet before placing it on the white board.  Name in pencil, coloring in marker.  Examine spore prints noting special features they notice. | 10min  8min  5-10min |
| **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* | To finish the lesson ask students to share something they learned today. | Students will provide their answer after the fine arts activity. | 5min |

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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