** 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 6/ 2022 | Allotted Time: | 30min |
| Topic/Title: | Introduction to Fungus | | |

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 will be learning about fungus as a continuation of our science unit on nature. This lesson will be very hands on with students being able to touch their subject before making a spore print of it.  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 | Connecting and engaging with others   * I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share). I listen and respond to others.   This lesson will be focused on student engagement with the chosen text as we go through each page students will be encouraged to share their thoughts and opinions. Students will also be exploring mushrooms from the store with their senses as they feel and communicate these experiences. |

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. A sense of place will also be emphasized when students are prompted to think of the experiences they have had with fungi. |

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.  How is fungi connected to my own life? |

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.* |
| Communicating   * Communicate observations and ideas using oral or written language, drawing, or role-play   Questioning and Predicting   * Ask questions about familiar objects and events   Students will also be expected ask questions as we go through the lesson making connections and communicating these thoughts as we go through the text. | * structural features of living things in the local environment   Students will be expected to know what a mushroom is within the larger context of fungi; they will also be expected to know that fungi is a living thing they can find throughout the environment. |

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 be an introductory lesson on the topic of fungi.   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   I can communicate my questions and connections to fungi.   * 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?   Observation   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Being able to answer the exit ticket question at the end of the lesson   * 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.* |
| This lesson is designed so every student will have the ability to participate in whatever capacity they can; if a student has trouble in this aspect they will be asked individually after the lesson.  **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…  Participate in discussion as we go through the book.  How are all learners included? | I can do…  Relate their own experiences with fungi in the discussion.  What will most students do? | I could do…  Contribute new ideas to the discussion.  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.* |
| * Book * Mushrooms * Tin Foil * Cups (preferably clear) x16 |

**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* | Introduce the topic of Fungus; who knows what a fungus is?  Show the cover of the book “Humongous Fungus”. Today we will be learning about all the different kinds of fungi and mushrooms there are. | Sit on the carpet ready to listen for the lesson.  Make predictions on what a fungi is based on the cover page of the book | 5min |
| **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* | Go through the first few pages (10- 15min MAX) for today allowing students to be as interactive as they want while they learn more about fungi. Whatever important pages not touched on today will be addressed tomorrow.  After finishing the first section for today pass out a few common mushrooms (3 MAX) for students to feel pointing out some of the parts of a mushroom.   * Cap * Gills * Stem   After students have each had a turn to feel and look at the mushroom move onto the spore print.  Go to Spore Page in book and tell students we will be making something called a spore print. Every spore print is different dependent on the type of mushrooms similar to a thumb print.  Mushrooms with gills: The spores lie on the gill surface. Cut off the stem and place the cap, with the gills facing down, on a piece of aluminum foil, a white piece of paper, an index card or a glass microscope slide. Put a drop of water on the top of the cap to help release the spores. Cover the cap with a paper cup or glass and leave for 2-24 hours, depending on the humidity and the freshness of the mushroom. The spores will fall on the paper, foil or glass, making a spore print pattern.  Each student will receive a piece of tin foil, a cup, and a mushroom which they will place on the side table to be observed tomorrow.  Teacher may have 1 or 2 mushrooms from the wild which they will do a spore print of to show examples of different fungi prints. | Discuss and make comments about the different aspects shown in the book.  Examine and feel the mushrooms identifying the parts of a mushroom.  Ask questions about spore prints and their uses.  Take their supplies and drop some water on their chosen mushroom before covering it with a cup. | 10min  5min  5min  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* | Finish with a ticket out the door, what did you learn about fungi today OR say one cool fact about fungus.  \*\*OR Make predictions about what their spore print might look like tomorrow – this could also be done after the student covers their mushroom with the cup | Reflect on the lesson and answer the exit question before getting ready to leave. | 2min |

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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