** 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 25/ 2022 | Allotted Time: | 30min |
| Topic/Title: | Introduction to trees | | |

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 the tree life cycle which will connect with previous learning on the life cycle of a plant.  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 | Questioning and Investigating   * Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion * I can use my observations, experience, and imagination to draw conclusions and make judgments.   Students will be reflecting on their previous experience with the life cycle of plants to make reasoned conclusions on what the life cycle of a tree could be. By investigating the similarities students will make judgements about what the tree life cycle is. |

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 focused on the connection between plant life cycles which will also be connected in the next lesson as students begin to look at the larger connections between trees and land. |

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.* |
| Observable patterns and cycles occur in the local sky and landscape.  State one ESSENTIAL QUESTION to guide the learning.  How is the tree life cycle similar to a plants? |

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   * Ask questions about familiar objects and events   Students will be questioning and predicting throughout this lesson remembering their past experiences with the plant life cycle to predict what the tree life cycle could be while questioning the similarities.  **(THE VERB OF THE LEARNING TARGET/INTENTION)** | * structural features of living things in the local environment   Students will be expected to know that although the plant cycle is very similar the tree life cycle is slightly different.  **(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   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can recognize the similarities and difference between plant life cycles**   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Knowledge   * What Assessment Method is being used?   Written response and personal communication (i.e., selected response, written response, performance assessment, personal communication)   * How will you be assessing (or evaluating) student learning?   Observation and completion of the cut and paste job   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Participation in discussion and completion of the cut and paste worksheet   * 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.* |
| The tree life cycle will be shown on the smart board for students to refer back to if they are struggling.  **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 quietly while listening to the story making connections throughout and participating in discussion.  Completion of the cut and paste worksheet with additional help.  How are all learners included? | I can do…  Complete the cut and paste worksheet  What will most students do? | I could do…  Complete the worksheet with little to no help and begin an early finisher activity.  What extensions can you take? |   Instructions for EA (if applicable):  Help where necessary, monitor Luna |
| **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 * X16 pine life cycle worksheets * X16 tree wordsearch |

**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 trees with a thumbs up question; who likes trees?  Today we will be learning about the tree life cycle which is very similar to the plant life cycle they have learned about. | Sit at the carpet ready to learn.  Hand up if they like trees  Ask any questions or make any comments before beginning 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* | Read “The Wind and the Trees” by Todd Stewart  Note how the unique format of the book has 2 tree characters talking to each other through the pages.  After finishing the book ask students what they think the tree life cycle looks like, emphasizing it is VERY similar to the plant life cycle.  Seed  Seedling  Tree  Pinecones/ or other kinds like acorns  After students come up with their answers show the Pine Tree life cycle on the smart board  In what ways is this different?  Show students the cut and paste pine tree life cycle they will be doing. Remind students before they begin, they must place their cut outs before they are allowed to colour it. | Sit quietly listening to the story making connections to the plant life cycle and their own experiences with trees.  Answer question or make a connection when their popsicle stick is called  OR  Raise a hand if they have a question or comment.  When invited students will go back to their desk and begin cutting and pasting their options. | 10min  5min  10-15min |
| **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* | Have students hand in their work  Early finishers   * Tree Wordsearch * Nature I spy | Hand work into the IN bin and take 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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