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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Nina Paterson** |

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| **Grade** | Grade 2/3 | **Topic** | ADST/Science – The Ultimate Chicken House |  |
| **Date** | Friday, February 19 2021 | **Allotted Time** | 2 hours |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC’s New Curriculum. (2016). British Columbia Ministry of Education. Retrieved from: <https://curriculum.gov.bc.ca/>  First Nations Education Steering Committee (FNESC). (2014). The First Peoples Principles of Learning. Retrieved at http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP- POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is an important step in my hatching chicks unit. Leading up to this lesson, my students have been learning about chicks and chickens in our Science unit. Previous to today’s lesson, we discussed all of the basic needs of chicks and chickens: Everything they need in order to survive, and thrive. In building upon my students’ knowledge of the chickens’ needs, they began designing the *Ultimate Chicken House.* Each student was given a blank slate to design their own vision of the Ultimate Chicken House. They were informed they would be building models of these houses. Students were welcomed and encouraged to bring in building supplies from home – and many did. Engagement has been very high for this project thus far. Students are choosing to work on their designs during any free time they may have. Today’s lesson will be the end of the Ultimate Chicken House “sub-unit,” in which students bring their designs to life. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  | **Creative Thinking:**  **I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials:** Students will be using materials designated in class, to build their own original models of Ultimate Chicken Houses.  **I can think “outside the box” to get innovative ideas and persevere to develop them:** Students have been striving to make their Ultimate Chicken Houses unique. Some students are attempting to build elevators using pulley systems, some are thinking of novel ways that chickens could open doors for themselves. Students are excited to make their own creative ideas a reality.  **I can develop a body of creative work over time in an area of interest or passion:** Students have been working on their Ultimate Chicken House designs over the span of a week. Students have created designs that they are passionate about and ready to build! |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). | **This learning is experiential by nature. Students will spend the afternoon experimenting with materials and attempting to recreate their ideas of the Ultimate Chicken House.**  **Students must be reflexive and willing to modify their designs according to the materials available, their own capabilities, and how the materials interact together.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Applied Design, Skills, and Technologies 2/3  Technologies are tools that extend human capabilities.  Science 2  Living things have life cycles adapted to their environment.  *Essential or Guiding Question(s):*  What do chickens need for their ultimate home?  How can we build the ultimate chicken home? |
| ***Do***  Curricular Competencies (Learning Standards):  Applied Design, Skills, and Technologies 2/3  Ideating:  Identify needs and opportunities for designing, through exploration.  Making:  Choose tools and materials.  Make a product using known procedures or through modelling of others.  Use trial and error to make changes, solve problems, or incorporate new ideas from self or others.  Sharing:  Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment.  Use personal preferences to evaluate the success of their design solutions.  Science 3  Suggest ways to plan and conduct an inquiry to find answers to their questions. |
| ***Know***  Content (Learning Standards):  Science 2  Metamorphic and non-metamorphic life cycles of different organisms.  Physical ways of changing materials.  Science 3  Energy is needed for life. |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Students engagement and results of this lesson will be used to determine potential further ADST lessons. This will be the first ADST lesson that I try with my students. If my students respond well to this lesson and the planning process, I will incorporate ADST lessons into my units more often than I currently have planned.

The two pieces that will become part of the larger summative assessment are: The plan my students made of their Ultimate Chicken House, and a reflection they will complete about how their vision came to life. Questions may include: How did your design differ from the final product? How did you have to adapt your design once you started building? What surprised you? What would you do differently next time?

SUMMATIVE ASSESSMENT: (Assessment of Learning)

This lesson is part of my hatching chicks science unit. The summative assessment will be the marking of my students’ chicken duotangs. Students are recording all work from this unit in the duotang.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can use a plan of my design to create my vision of the Ultimate Chicken House. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by creating a visual model of their houses. Students will reflect on the difference between their design and their final model. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students will need to create a model of their chicken house from the design they made last class. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to use an image of their Ultimate Chicken House to create their model.  Students need to use school supplies to make their model.  Students need to identify the parts of their model.  Access/All | Students can do  Students can use an image and written description of their Ultimate Chicken House to create their model.  Students can use supplies brought from home to make their model.  Students can describe the parts of their model.  Most | Students could do/try to  Students could add to their image and/or written description for their model.  Students could decorate their model.  Students could help others with their models if complete early.  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| Resource: Ultimate Chicken House design worksheet.  Materials: Assorted craft supplies and recycled materials: Cardboard boxes, toilet paper rolls, plastic containers, string, pipe cleaners, pom poms, feathers, egg cartons, etc.  Preparation: Send out a note to parents asking for craft supply/recycling donations. Sort and organize supplies. Lots of sorting and cleaning required at the end of the lesson. |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| This lesson will feel chaotic. It is important to let go of the feeling of needing the classroom to be clean and organized. This lesson requires students to be using many materials and creating messes for their learning.  One management strategy I am feeling successful with in lessons such as this is using a microphone headset system as I get a hoarse voice very easily. This has helped immensely as a management strategy. |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  While students are out at recess, set out all the supplies students can use for their chicken houses.  As students come in from recess, set out chicken duotangs on their desks. The chicken duotangs have the students’ designs of their Ultimate Chicken Houses inside.  When students are seated, instruct them to open up their designs.  Offer students five minutes to complete their designs and/or look over the supplies at the front and start determining what supplies they would like to use for their models. | **Students will**  Play outside for recess.  Come in from recess and wash hands. Return to seats.  Pull out their design and look it over.  Take five minutes to add details to their image and add to the written description of the image.  If their design plan is complete, take a look at the front of the room and start planning what materials will be used for different parts of their designs. | 10 mins |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  When students are ready, walk-through and tour the supplies at the front.  Point out the glue guns. It has been pre-determined that the majority of the class has experience with using a glue gun. However, I will still give the class a safety lesson on how to use them. Make sure to ask for questions and perform an understanding check to ensure all students are ready to use the glue gun safely.  Explain the process to the students:  -Teams will be called up one at a time to choose the foundations and first necessary supplies of their chicken houses.  -Explain that students cannot hoard supplies and only to take what you need at that moment.  -Instruct students to take turns at the glue gun stations.  Call student teams up one at a time for the first round of supply gathering.  Monitor and manage as students begin collecting supplies. | **Students will**  Watch as teacher points out all supplies.  Listen to glue gun safety instructions. Some students may volunteer to be point people for the glue guns as they are most experienced. Show understanding to teacher.  Listen and ask questions as teacher explains the process of this lesson.  When team is called, come to the front and browse the supplies. Take what is needed for the beginning of the chicken house. | 10 mins |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Help students as necessary.  Do consistent safety checks at the glue gun stations to ensure they are being used correctly and safely.  Answer student questions.  Circulate to compliment students and help them with their designs.  Encourage students. | **Students will**  Return to desks and start building.  When finished foundation, collect more supplies and keep building.  If problems arise, recognize the opportunity for new ideas.  Celebrate each-others’ ideas. Get inspired and adapt their own ideas.  Collect new supplies and add to the design. | 1-1.5 hrs |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  Watch for student progress to determine timing.  When students are finishing up, give a time warning.  Call attention to self. Show students where extra materials belong and where the garbage and recycling are. Clarify what can be reused and what can be tossed out. Remind students that cleaning our class shows respect to our two custodians.  Start game of Magic Spot. Choose 1 or more magic spots depending on the amount of mess in the class.  As students clean, invite the Principal to come see the Chicken Houses.  When room is clean, meet students at their desks. Celebrate winners of the magic spot. Award them each a new pencil.  Have students put their Ultimate Chicken Houses on top of their desks.  Explain gallery walk to students. Show them the direction to walk so that path is safe for COVID procedures.  Participate in gallery walk with students and principal. Invite principal to check out each chicken house.  When gallery walk is complete, instruct students that students who are being picked up may take their chicken houses home today. If chicken house is small enough to fit in a grocery bag, it may go with students on the bus. Chicken houses that are too big will stay at school for now, until parents can pick them up.  Inform students that the next lesson will include reflecting upon their chicken houses. Ask students to think about: How did your design differ from the final product? How did you have to adapt your design once you started building? What surprised you? What would you do differently next time?  Transition to next lesson. | **Students will**  Work on chicken houses.  Finish working on designs.  Freeze and listen to teacher.  Start cleaning the classroom. Try to grab the magic spot.  Welcome Principal to the classroom!  Return to desk when they think that the room is clean enough. Magic Spot winners will receive a new pencil as these are a hot commodity in this class.  Put Ultimate Chicken House on top of desk.  Show teacher the way that they will walk around the class. Think about COVID safety.  Gallery walk. When principal arrives at their design, describe their chicken house to him.  If permitted to take chicken house home, put it behind desk. If chicken house must stay at school for now, put it on spare corner table.  Start thinking about questions: How did your design differ from the final product? How did you have to adapt your design once you started building? What surprised you? What would you do differently next time?  Start next lesson. | 20 mins |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| This lesson was incredible! Our classroom was completely messy and crazy, but the evidence of learning was astounding. The students that regularly do not excel in academic lessons were the most engaged and successful in this activity. My three largest behavioural students had the most elaborate chicken houses in the class! I was so proud. We also had a lesson on kindness before starting this lesson, and as the students were so excited about this activity, they were so kind to one another. All my students were complimenting and inspiring one another. This was probably my most successful and exciting lesson thus far. I will absolutely be implementing more ADST lessons through the rest of my practicum here. |

Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**