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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Emily Dodd** |

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| **Grade** | 4  | **Topic** | Science  |  |
| **Date** | Nov 30 | **Allotted Time** | 30 minutes  |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| BC Curriculum Science 4 <https://www.lpi.usra.edu/education/explore/eclipse/> - Fisher Frees the Sun |

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

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| Indigenous stories are an important viewpoint from which to view the world. Students should be exposed to this worldview, and it should be presented as a valid one. This lesson encourages students to view eclipses from the eyes of Indigenous peoples, and to try and understand why they developed their views.  |

**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
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| **In familiar settings, I communicate with peers and adults.**Students will be asked to share their thoughts and opinions with the class.  |  |  |

**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 recognizes the role of indigenous knowledge. | The lesson focuses on how the Anishinaabe explain the eclipses. It will highlight that all people want to understand the world around them, and that this is one way to do it. Their understanding is a valid one, though it does not align with wester societies current ideas/explanations.  |

**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):The motions of Earth and the moon cause observable patterns that affect living and non-living systems.*Essential or Guiding Question(s):*Why do Indigenous peoples have stories about eclipses? How are they the same or different from out understanding? |
| ***Do***Curricular Competencies (Learning Standards):Identify First Peoples perspectives and knowledge as sources of information |
| ***Know***Content (Learning Standards):the effects of the relative positions of the sun, moon, and Earth |

**STAGE 2: Assessment Plan**

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

Worksheet

SUMMATIVE ASSESSMENT: (Assessment of Learning)

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | Indigenous people have their own ideas of how and why eclipses happen.  |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Worksheet |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | Students will listen to a story They will answer a worksheet based off the story.  |

**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 doHave a sentence for each question. Fill in additional answers as we discuss. Access/All | Students can doHave multiple sentences for each question. Answers may nit have much depth.May fill in additional ideas while we discuss. Most | Students could do/try toHave multiple sentences for each question. Answers have detail.Contribute opinions to class discussion. May fill on additional ideas during discussion. Few/Challenge |

**STAGE 3: Learning Plan**

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

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| <https://www.lpi.usra.edu/education/explore/eclipse/> - Fisher Frees the Sun |

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

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**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** Gather students attention “We have been learning about the moon, and its phases. There was a part of the Bill Nye video that talked about eclipses, there are two kind of eclipses – lunar and solar. When a lunar eclipse happens, the earth moves between the sun and the moon. This causes the moon to go red. During a solar eclipse, the moon blocks our view of the sun. Can you imagine if the moon was suddenly red, or if the sun just disappeared? How do you think you would feel if you didn’t know about eclipses? * Scared
* Curious

We know what causes eclipses now, but we didn’t always, and so people created their own explanations.  | **Students will** Focus attentionListen, raise hands to voice questions and comments  | 2 minutes  |

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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**  “Today we are going to listen to an Anishinaabe story about why the eclipses happen. The Anishinaabe are from further east, In Manitoba, Ontario, and Quebec. It actually refers to several Indigenous peoples who are culturally similar, including the Odawa, Saulteaux, Ojibwe (including Mississaugas), Potawatomi, Oji-Cree, and Algonquin peoples. The animals in the story should all be familiar, except maybe Fisher. What is a fisher?”* A fisher is a part of the weasel family
* They are smaller than a wolverine but bigger than a ferret, between 6 and 13 pounds.
* They live in forests, and are omnivores.
* Have picture of fisher on screen for students to see

So now, we’re going to listen to the story and then I have a worksheet for you to do. Play story.  | **Students will** Listen, raise hands to answer prompts or ask questions Listen to the story | 3 minutes 7 minutes  |

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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** Instruct helpers to hand out worksheet Monitor and assist Gather students attentionDiscuss answers  | **Students will**  Hand out worksheet or sit at desk and wait for them Fill out worksheetRaise hands to provide opinions | 10 minutes5 minutes  |

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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** “The idea behinds todays lesson was to expose you to a different way of viewing the world. While we may now know what causes eclipses, people did not always and they needed a way to explain the things that happened in their world. These explanations are important, they provided explanations for the unexplainable and helped people understand their world.” It is getting close to the end of the day, so everyone needs to get out their planners. Don’t put this in your science duo-tang, when you get up to put away your chairs you can hand it in then. | **Students will** Listen, raise hands to voice questions and ideas | 3 minutes  |

**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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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***?**