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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sydney Borden** |

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| **Grade** | 2/3 | **Topic** | ADST |  |
| **Date** | March 10, 2021 | **Allotted Time** | Over 2 days (flexible timeframe) |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/adst/2/core><https://curriculum.gov.bc.ca/curriculum/adst/3/core><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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| Students’ have been learning about St. Patrick’s Day and aspects of Irish culture. This lesson aims to spark students’ imagination to build a leprechaun trap. Students’ will have the freedom to design and construct their own traps and explain their creations to classmates. It is important for students to experience activities based in Applied Design, Skills, and Technologies as it promotes students’ natural curiosity, inventiveness, and desire to create and work in practical ways. |

**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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|  | I can get new ideas to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use my imagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas in new ways. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.*This lesson incorporates creative thinking as students are challenged to construct their own Leprechaun traps. Students will use various building materials to create their imagined contraption. Through combining and altering various materials students will use trial and error, curiosity, and play to complete their designs.* |  |

**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, onreciprocal relationships, and a sense of place). | This lesson supports learning that relies on students’ use of reflexive, reflective, and experiential thinking and processes specifically. Through this form of experiential learning students have the freedom to create a trap based in their own ideas and use their skills to construct this. An emphasis on curiosity and play will be placed on the lesson and student tasks. |

**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):Designs grow out of natural curiosity.Skills can be developed through play.*Essential or Guiding Question(s):*How will you lure in a Leprechaun?What part of your design will trap and hold a Leprechaun?If a part of your design doesn’t work, how could you adapt it? |
| ***Do***Curricular Competencies (Learning Standards):**Applied Design***Ideating** Identify needs and opportunities for designing, through exploration
* Generate ideas from their experiences and interests
* Add to others’ ideas

*Making** Choose tools and materials
* Use trial and error to make changes, solve problems, or incorporate new ideas from self or others

*Sharing** Use personal preferences to evaluate the success of their design solutions

**Applied Skills*** Use materials, tools, and technologies in a safe manner in both physical and digital environments
* Develop their skills and add new ones through play and collaborative work
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| ***Know***Content (Learning Standards):*Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K-3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.* |

**STAGE 2: Assessment Plan**

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

Students will be assessed on their participating in the class discussion as well as their efforts toward constructing their traps.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

N/A

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | * I can create a design for a specific problem
* I can plan, construct, and adapt a trap based on my own ideas
* I can work toward a given goal
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| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | * Students demonstrate that they’ve used examples to help them create their designs/students have used their imagination to help create their traps
* Students have made adaptations to their designs when needed
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| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Students need to follow the rules for building their traps
* Students need to sketch their design before constructing
* Use their building materials to create their design
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**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 doCreate loose sketch of trap design, use trap examples to make own, use materials as-is to make trapAccess/All | Students can doCreate sketch of trap design with some detail, use some parts of trap examples to make own, alter some of the materials to make trapMost | Students could do/try toCreate detailed sketch of design ideas, create majority of trap from own imagination/ideas, alter most materials to make trapFew/Challenge |

**STAGE 3: Learning Plan**

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

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| **Books**: *How to Catch a Leprechaun* by Adam Wallace, *How to Trap a Leprechaun* by Sue Fliess, and *How to Build a Leprechaun Trap* by Larissa Juliano **Materials:*** Paper for students to do initial planning sketch
* Cardboard
* Toilet paper/paper towel rolls
* Boxes (cereal, shoe, tissue, etc.)
* Paper (all colours)
* Glue (stick & liquid)
* Markers
* Scissors
* Pencils
* Rulers
* Tape
* Containers (recyclable plastic containers, candy tins, coffee cans, etc.)
* String
* Gold coins (things to lure in a leprechaun)
* Other
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**Organizational/Management Strategies:** *(anything special to consider?)*

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| -Have students sketch ideas out first before beginning moving of desks/construction-Give students space on floor for them to build on-Have space to put students’ incomplete traps (safe to keep for next day)-Have students write their name on all their building materials |

**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** -Leading up to our Leprechaun Trap construction day, we have been reading about leprechauns -Read out the story *How to Trap a Leprechaun* by Sue Fliess-Discuss with class their thoughts – What parts of their trap seemed good? What could they have done to make their trap better? What would you do different? What ideas might you borrow? | **Students will** -Have been thinking about ideas for leprechaun traps throughout week thus far-Listen to read aloud of How to Trap a Leprechaun-Discuss their thoughts/ideas/wonderings-Begin to think about how they want to make their trap | 15 min. |

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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** -Explain to students that they will be building their own leprechaun catching traps now-Show students some examples of leprechaun traps made by students on the board – explain that they can use these examples to help them with their design if they’d like-Explain that there are a few rules/things to keep in mind when making their traps: they can only use the materials that they have brought to school and the materials that myself and Mrs. B have laid out for them to use as well. Their traps should also catch a leprechaun’s attention (rainbow colours, green, gold, bright, fun, etc.). They can use ideas from examples on the board, but they shouldn’t be taking ideas from classmates without talking to them first-Give students a blank piece of paper-At desk, have students draw out how they want their trap to look (realistically with our materials) – explain that this can be a rough sketch (doesn’t need to be perfect)-Explain to students that they do not have to follow their drawing exactly when they begin making their traps – sometimes our ideas change-Give students approx. 10 min. to complete their drawings-Ask students to stop their drawing because we will be beginning constructing our traps-Tell students that they can use markers/pencil crayons/crayons, pencil, scissors, ruler, and glue stick from their desk when building -Invite students to back of room to collect the materials that they brought to school (bring back to work area)-After all students have their materials at their working area, invite them to begin constructing | **Students will** -Understand that they will be building their own leprechaun traps-Look at some examples of traps made by students on the board – know that they can use these to help them create their own traps if they want-Understand that there are a few rules/things to keep in mind when making their traps-Take the blank piece of paper to sketch their initial design on at desk-Know that they don’t need to follow their sketch exactly, it is just meant to help them design their trap-Have 10 min. for sketch-Stop drawings when asked-Know that they can use markers/pencil crayons/crayons, pencil, scissors, ruler, and glue stick from their desk when building-Go to the back of the room to collect their building material and any extras they may need (provided by Ms. B & Mrs. B)-Once back at their building area begin constructing their traps | Over approx.2 days1-2 hours |

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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** -Give students some examples of traps to use for inspiration/pull ideas from-Allow students time to sketch their ideas for the trap out first before beginning construction-Allow students freedom in their designs/freedom to personalize -Allow students to create traps on their own | **Students will** -Have examples on board of traps to use for inspiration if need-Think about how they want their traps to look and then sketch this out before constructing-Have freedom to design traps how they want-Decorate traps how they want-Create their own traps | Throughout |

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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** End of first day of construction:-Explain to students that they will have more time tomorrow to complete their traps-Ask students to think about what they still need to finish on their traps, how they could make their traps better tomorrow (more colourful/interesting for a leprechaun, sturdier/stronger, etc.)On the end of final day of construction:-Ask students to show/share their trap with the class-Ask students to explain why they made their traps the way they did and how it is supposed to catch a leprechaun | **Students will** End of first day of construction:-Understand they will have more time tomorrow-Think about what they need to complete on their trap tomorrow and ways they could make it better-Share ideas with friendsEnd of final day:-After completing traps students will show/share their creation with the class-Explain how the trap will catch a leprechaun and why they made it the way they did | 10 min.15 min. |

**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***?**