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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Gagan Vaid** |

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| **Grade** | Kindergarten | **Topic** | Science- *An Introduction to Arctic Animals- general animals* |  | |
| **Date** | February 13, 2020 | **Allotted Time** | 30 Minutes |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| Arctic Books and Pictures -school library | | | | |

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

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| This lesson is highly important as it introduces the topic of animals in the Arctic and it is important for students to learn where animals originate from and how they survive. Furthermore, students will reflect on themselves as citizens of the earth and how to make it a better environment for animals to thrive in. |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| ***Understand***  Big Ideas: Plants and animals have observable features  Essential or Guiding Questions: How is the Arctic different from where we live? |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): Students will learn about the Arctic and how different it is from Canada. They compare and contrast the two locations by looking at visual information (personal and social responsibility).  Curricular Competencies: Demonstrate curiosity and a sense of wonder about the world  Make exploratory observations using their senses |
| ***Know***  Content Standards: Basic needs of plants and animals |

Fir*st Peoples Principles of Learning:*

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| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). This principle is embedded in this lesson because through this lesson students are gaining knowledge about the land, self, and animals that live on the land. |

**STAGE 2: Assessment Plan**

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| **Learning Intention:**  What will students learn? | I can recognize the differences and similarities between the Arctic and Canada. |
| **Evidence of Learning:**  How will students show their learning? | Students will share their learning through the compare and contrast sheet. |
| **Criteria:**  What criteria will help students know how to be successful? | Students will need to follow directions and fully participate in discussion. |

**STAGE 3: Learning Plan**

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

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| Arctic book, compare and contrast sheet, pencil, Arctic pictures, whiteboard, tape |

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

Individual task at desks but can share ideas with one another in their groups on the carpet

**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 introduce the topic and hand out Arctic books and have students look at the pictures and discuss with their peers.** | **Students will observe the book for differences between Canada and the Arctic** | 5-10  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 introduce learning intention** * **Teacher will hand out books and have students look at visual information** * **Teacher will discuss with students the Arctic** * **Teacher will have students come up to the board and place the pictures in the Venn Diagram of where they belong** * **Teacher will then introduce task and help students with their own Venn Diagram pictures** * **Teacher will place the sheets on the table and do a gallery walk with the students** | | * **Students will listen to learning intention** * **Students will observe the books and share their ideas on the carpet** * **Students will discuss the Arctic** * **Students will go to the board and place a picture of either the Arctic or Canada on the Venn Diagram with their peers help** * **Students will go to desk and grab materials they need** * **Students will place their Venn Diagram on the table** * **Students will do a gallery walk and look at everyone’s pictures** | | 20 mins |
| |  | | --- | | **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 tasks?* | | **They will apply their learning by telling their friends and family what they learned. They can also personalize their drawings by coloring to make the comparison stand out.** | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | | | | Pacing |
| *Students will answer teacher questions*  Access | *Students will complete the comparison sheet.*  Most | | *Students will come to the board and place a picture on the Venn diagram*  Few |  |
| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*  *Students will be able to solidify their learning through the upcoming lessons attached to this one. Also, talking about pets or animals in Canada vs. the Arctic in the next lesson.* | | | | |

**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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| I think my lesson was successful through showing students just pictures of the Arctic rather then reading a story because sometimes its great to just show visual information rather then just context. I had the students collaborate with one another as they looked through the pictures and it was successful. I think it gave the students a clear idea of comparing their home to the Arctic. I then had students go to the board and place Arctic and Canada pictures on the whiteboard which helped them understand the future task they were about to do. I also found asking students about their background knowledge on the Arctic was beneficial to me because it gives me an idea how much they know about the Arctic before I start introducing them to Arctic animals. Overall, I thought this was a lesson went great. I would simply just change depending on management level if they could handle sharing ideas and books together as I stepped back and watched-which my class could handle. |