UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question: Socials/Careers- Friendship** | | | | | | |
|  | **Rationale:**  This unit is essential to Kindergarten students as it addresses important life choices that we make in our everyday lives. Likewise, these units will teach students decision-making, the real meaning of friendship, and the health benefits that are associated with friends. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. | | | *Why is friendship important in our everyday lives? What is friendship? How can we be a good friend to our peers?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * **Communicating** * Collaborating   **These Core Competencies fit into this unit plan because students will be communicating with one another through the friendship task cards and partner work. As well, students will reflect on themselves as they assess themselves through a self-assessment. This unit highlights awareness and responsibility as it self reflects on the student through how to be a good friend.** | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**   * Acknowledge different perspectives on people, places, issues, or events in their lives (perspective) * Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) | | | | | |
|  | **KNOW** | **Learning Standards - Content:**   * rights, roles, and responsibilities of individuals and groups * ways in which individuals and families differ and are the same * **I can make friendship decisions and choices based on self-reflection.** | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**   * **The FPPL supports this unit through the well-being of self as friendship works as a stress reliever and additionally supports mental health for each and every individual.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * *End of unit in-class task -one project listed below will be given at the end of the unit for students to applying their learning* * *Self-Assessment (made by Miss. Vaid) – I will have students complete self-assessment based during the first assignment so I know where students are at in their learning.* * *Formative Assessment Rubric-I will use a rubric I made for just me to assess students on their learning throughout the unit* | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * *Observations* * *Classwork*   *Through Formative assessment I will observe students through all assignments/lessons and classwork will be provided in each lesson to complete.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *February 4th* | *What is friendship? Good Friend vs. Bad Friend characteristics* | | | This lesson will be an introduction to the theme of friendship. Students will first observe a video called The Berenstain Bears and the Trouble with Friends. <https://www.youtube.com/watch?v=dbw0ACfwO3U> . Then Teacher will engage students by doing a chart with a bad friend title vs a good friend title. Teacher will ask students to tell her qualities of both friends. Students will then create a friendship picture of themselves and their own friend with the quality of being a good friend and will share with the class in the end.  Self-Reflection Assessment | | | |
| *February* | *Be a Better Friend -good friendship behavior* | | | This lesson in on how one can be a good friend and the behavior associated with being a good friend**.** The teacher will go through the friendship cards as a class and students will pick voluntarily which card has good friend behavior. Teacher will ask the class- what behaviors do you think good friends have? Students will then have the task of doing a cut and paste friendship worksheet where they will have to recognize and understand if the behavior is good or bad by cutting and pasting each scenario. In the end, teacher will ask students what is one thing they learned through this lesson.  Teacher Summative Assessment | | | |
| *February 14th* | *How to Make and Keep Friends-expectations* | | | This lesson will be on how to make friends and keep them. The lesson will start with Teacher placing a video of a read aloud called Be Kind <https://www.youtube.com/watch?v=t6NUJ2JZz50>  Students will then do a team building exercise where they will be given newspaper, cups, and materials to build a tower within 10 minutes. Teacher will set the timer and have students build together. This lesson is all about team building and respecting each other.  Observations | | | |
| *February* | *Expressing Emotions and Feelings -having healthy friendships* | | | Teacher will introduce feelings and emotions they feel in friendships by asking students how do they feel through each scenario card the teacher will readout. Students can also act each scenario out as the teacher reads it. Students will then do the feeling worksheet and followed up drawings for each scenario on the other worksheet.  Teacher Summative Assessment | | | |
| *February* | *Be Yourself- Identity- End Unit* | | | Teacher will make a circle on the whiteboard. Teacher will then ask the class, tell me one thing that makes you special. Students will answer the question and Teacher will write it on the board. Teacher will explain the circle of friendship and how each trait in the circle makes you special. Teacher will then do a class activity where students will get a blank paper and a pencil. Teacher will direct students in drawing by saying -draw a circle, draw a line at the top of the page, etc. In the end, each and everyone will show their paper at the same time to each other to show that everyone thinks differently and these differences make us unique**.** Assessment will be done individually -marks on effort,completion,and name at the top.  Teacher Summative Assessment | | | |
|  |  | | |  | | | |
|  | **Resources needed:** | | | | | | |
|  | * **Projector** * **laptop/Ipad** * **friendship sheets** * **pencil and blank paper** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **Careers are weaved into the Social Studies subject for Kindergarten students as the curricular competencies have embedded similar attributes that can be addressed through roles, responsibilities, and rights through each lesson.** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |

UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question: Language Arts – Rhyming Words** | | | | | | |
|  | **Rationale:**  This unit will help students gain an understanding of rhyming words. These units help students grasp an idea of how the English language works through rhyming. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Playing with language helps us discover how language works. | | | *How can I create, recognize, and complete rhyming words?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * **Communicating** * Collaborating   **These Core Competencies fit into this unit plan because students will be communicating through class discussions and working together as a class to distinguish rhyming words, therefore, critically thinking about the different words that rhyme.** | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**   * Use developmentally appropriate reading, listening, and viewing strategies to make meaning * Use sources of information and prior knowledge to make meaning | | | | | |
|  | **KNOW** | **Learning Standards - Content:**   * Language features, structures, and conventions * Letter knowledge * Letter formation * **I can create, recognize, and form rhyming words.** | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**   * **The FPPL supports this unit through the well-being of self as students will gain an idea of rhyming in the English Language therefore, increasing their knowledge in English.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * *Rubric – I have developed an assessment rubric which will be assessed through understanding, completion, and effort. I created this rubric specific to this subject area.* | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * *Informal Observations-it is highly important to observe students and walk around the class to ensure students are meeting their needs and to get to know which students are struggling and who are exceeding. These lessons may slightly change as my students all range in different academic levels for ELA.* * *Assessment (made by Miss Vaid) for this unit-smiley face rubric for ELA and self-assessment rubric in the beginning of unit and smiley face at end of unit* * *Classwork-work is given after every discussion and students will be assessed through the rubric listed above.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *February* | *What are rhyming words? How does it work?* | | | This lesson will be an introduction to rhyming words in the English Language. Teacher will put on a video sing-along on rhyming words- <https://www.youtube.com/watch?v=EuAjgo6NSVM>  Teacher will then place some words on the board and students will come up and match the words by drawing a line across to the other board.  Teacher and students will observe video and follow along to the video. Teacher will direct students through Dr. Seuss cut and paste rhyming activity.  In the end, we will replay the rhyming video for the students to really grasp the idea of rhyming.  Smiley Face Formative Assessment Rubric | | | |
| *February* | *Phonological Awareness- sound of rhyming* | | | Teacher will read the book Llama Llama Red Pajama by Anna Dewdney. Teacher will stop throughout the book and have students recognize what words rhyme on some of the pages. Students will then go to the computer lab with the teacher and play the rhyming game on the internet or as a class. <https://www.turtlediary.com/game/words-that-rhyme.html>  If time is leftover, students will be in partners and take turns flipping cards and distinguishing if the two picture words rhyme or not.  Smiley Face Formative Assessment Rubric | | | |
| *February* | *Phonological Awareness- 1 and 2 syllable rhyming* | | | Teacher will direct students in the body part game-  I'll pick a part of my body...let's see...maybe *head*. Point to your head. Now I'm going to say some words, and you have to tell me if the word I say rhymes with *head*. A rhyme is a word that sounds like another word. So if I said *red*, does that rhyme with *head*? Students: yes! Right!  Examples: Words that rhyme with *head*: (1-syllable) bed, bread, dead, fed, fred, red, said, shed, sled, spread, ted, thread, tread, (2-syllable) ahead, instead. Words that rhyme with *toe*: (1-syllable) blow, bow, crow, dough, glow, go, grow, hoe, joe, know, low, no, oh, row, slow, snow, so, though, throw, tow, whoa, (2-syllable) ago, below, hello, outgrow  Teacher will then have students do the rhyming puzzles individually. Students will share their findings to the entire class in the end if preferred.  Smiley Face Formative Assessment Rubric | | | |
| *February* | *Phonological Awareness- Rhyming in story* | | | Teacher will place activity on a desk and will have students cut and paste the different pictures into the categories that rhyme.  Students will share their learning with a partner. Teacher will then read the rhyming coloring sheets and have students color them in and answer the rhyming story. The coloring sheets will be placed visually around the classroom so students can be reminded of the different rhyming words in the English Language.  Smiley Face Formative Assessment Rubric | | | |
| *February* | *Phonological Awareness- Overall the concept of Rhyming- End Unit* | | | Teacher will have students start with tracing rhyming words to grasp the overall concept of rhyming and writing rhyming words in English.  Students will then to the rhyming sheet where they will use their knowledge to recognize the correct rhyming word with the word.  Teacher will ask what students learned and what they liked and disliked from this unit in the end.  Smiley Face Formative Assessment Rubric | | | |
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|  | **Resources needed:** | | | | | | |
|  | * **Projector** * **laptop/Ipad** * **pencil and blank paper** * **rhyming sheets** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **ADST was weaved into these Language Art lessons as I included technology as a primary resource to help students gain an idea of the concept itself.** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |

UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question: Mathematics- 2D Shapes** | | | | | | |
|  | **Rationale:**  The unit is important because it gives an introduction to the different types of shapes there are and how they can be described and compared. Learning about different shapes can help students identify and organize visual information. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Objects have attributes that can be described, measured, and compared. | | | *What are the different types of 2D shapes?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   **Students will critically think during task assessments on the different shapes that are in our everyday lives. They will create shapes physically with the help of shape cards.** | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**   * Use reasoning to explore and make connections * Visualize to explore mathematical concepts | | | | | |
|  | **KNOW** | **Learning Standards - Content:**   * single attribute of 2D shapes and 3D objects * **I can recognize and physically create 2D shapes** | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**   * **The FPPL supports this unit through experiential learning as students will recognize and identify different objects in their classroom environment, simply connecting the principal to the concept of place and classroom environment.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * *2d Shape end Assessment (Made by Miss Vaid) -specific assessment has been made for this unit and will be used at the end of the unit* * *Throughout the unit, my teacher assessment will be used for effort, completion, and understanding. There is room to write comments which I will be recording so I know how to cater my lessons to meet all student’s needs.* | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * *Observations-I will walk around to help students with creating the 2D Shapes and ask them questions to learn where my students are academically in math.* * *Classwork-Each lesson will include classwork which students must complete in order to assessed and for me to know where my students stand academically in mathematics.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *February* | *2D Shapes-An Introduction -Visual representation of shapes* | | | This lesson will be an introduction to simple shapes. Everyday shapes like triangle, square, rectangle, and circle. The resource I will use is I will hand out different magazines and have students in partners tell me the different shapes they see in the pictures provided.  I will provide an example of a shape collage where I had cut out different shapes and glued them onto a blank piece of paper. I want students to make paper shapes that I have cut out and made their own shape collage. This collage will combine math and art together and also makes students think visually what shapes are in our everyday lives.  Smiley Face- Self Reflection Assessment | | | |
| *February* | *2D Shapes-How to create shapes- Marshmallow Math-Formal 0bservation* | | | This lesson combines ADST and math together to give students an understanding of how to make simple to 2D shapes. Teacher will show a video of the different shapes there are - <https://www.youtube.com/watch?v=xhN5Zkm82DA>  Teacher will ask students voluntarily if they want to draw some shapes on the whiteboard that they recognized from the video. Students will come up and draw the shapes they recognized. Teacher will explain the safety of the activity and give a brief demo by using marshmallows and toothpicks to create a triangle. Teacher will let students create shapes and formally observe students as they create their shapes. Then, will ask students to present their favorite shape to the class voluntarily. This is an introduction to 2D Shapes, I will not further expand on the shapes but let students figure out different shapes there are and then the next lesson explains D shapes. We will then place the visuals on display as a gallery and have the students walk around the gallery and observe the visuals.  Smiley Face Formative Assessment Rubric | | | |
| *February* | *2D Shapes -shapes are everywhere* | | | Teacher will put on a sing-along vide of shapes being everywhere and have students sing along to it to remember that shapes are in our everyday lives. <https://www.youtube.com/watch?v=aRCt9Ch7oR0>  Students will then discuss the video with the teacher. I will have students then take a shape card and make those shapes with playdoh and toothpicks. This will be good practice and I will formally observe each student during this time. Students will hold up the shapes they created and show at least one peer their shapes.  Smiley Face Formative Assessment Rubric | | | |
| *February* | *2D Shapes- Review* | | | Teacher will use the same shape cards as the previous lesson to solidify student’s learning. I will hold up each flashcard and have students guess what they think each shape is called and their knowledge on each shape (sides, corners, etc. if they know).  I will have students practice their shape by tracing, coloring, and drawing on the shape worksheet. This way students solidify their learning and practice how to create shapes on paper. Students will turn to the person next to them and tell their peers what their favorite shape is and why.  Smiley Face Formative Assessment Rubric | | | |
| *February* | *2D Shapes- End of Unit-Assessment* | | | Teacher will review with students the different shapes one last time. Teacher will hold up pictures in a book and have students recognize the different shapes in the few pictures.  Teacher will place large pieces of paper on the walls of the classroom and have students create shapes and drawings with the different shapes on the paper. It will be like a shape art wall as a closure for the students. I will formally assess students as they are doing different shapes.  Teacher Summative Assessment | | | |
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|  | **Resources needed:** | | | | | | |
|  | * **Projector** * **laptop/Ipad** * **Shape worksheet** * **Shape flashcards** * **Shape printable** * **Marshmallow** * **Toothpicks** * **playdoh** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **The lessons in this unit consist of technology which can be understood as ADST. As well, students will be using art materials and their artistic skills to create a shape collage.** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |

UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question: Science- Arctic Animals** | | | | | | |
|  | **Rationale:**  The unit is important because it touches on the different types of animals that live in the arctic. The unit helps students gain an understanding of the animal’s basic needs to live and survive. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Plants and animals have observable features | | | *What are the basic needs of arctic animals?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   **Students will learn about different arctic animals but also reflect on themselves on how they can create a better environment for the animals to survive and thrive in.** | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**   * Demonstrate curiosity and a sense of wonder about the world * Make exploratory observations using their senses | | | | | |
|  | **KNOW** | **Learning Standards - Content:**   * Basic needs of plants and animals * **I can recognize the basic needs of artic animals.** | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**   * **The FPPL supports this unit by gaining knowledge about the land, self, and animals that live on the land.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * *Science Assessment with clear learning objectives made by Miss. Vaid -I will use science assessment throughout the unit to ensure students are completing, understanding, and placing effort into the artic animal unit.* | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * *Observations- just walking around the room, asking questions, and ensuring students are being helped is my biggest priority during observations* * *Classwork-Each lesson will have classwork where students will complete the task to the best of their abilities.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *February* | *An Introduction to Arctic Animals- general animals* | | | Teacher will read a book on the different animals that live in the Arctic- preferably read Way Up in the Arctic by Jennifer Ward.  Students will observe the book and try to distinguish what animals might live in the arctic. Then, students’ task will then do a compare and contrast sheet where they compare their home to the arctic. They will draw pictures to represent the differences between the two.  Students will then share their findings with the class.  Smiley Face Self-Assessment | | | |
| *February* | *Arctic Animals- polar bear* | | | The teacher will show pictures of polar bears and have students observe the pictures and guess how polar bears might eat, live, and survive in the Arctic.  Students will do an I Learn sheet where they will draw and write simple words describing polar bears.  Students will say one word that describes a polar bear in a circle on the carpet and that will be a closure for the lesson.  Science Assessment- Smiley Face | | | |
| *February* | *Arctic Animals- snowy owl* | | | The teacher will introduce snowy owls with a video read-along- called The Little White Owl - <https://www.youtube.com/watch?v=tbM3c-AZbzY>  Students will discuss the video with the teacher and teacher will write down how Snowy Owls might live at the Arctic.  Students task will be to create their own snowy owl with white paint and shapes to create their eyes, nose, and legs also cross-curricular with math as they will be learning about shapes at the same time as this lesson. Students will hang up their snowy owl on the classroom wall.    Science Assessment- Smiley Face | | | |
| *February* | *Arctic Animals- seal* | | | The teacher will introduce seals by giving students different books on the carpet and having them observe the different seals books. After 5 minutes students will come together and discuss what they observed in the pictures about seals.  Students will then practice their writing skills with the seal tracing sheet. Students will share in their desk groups what they most like about seals.  Science Assessment- Smiley Face | | | |
| *February* | *Arctic Animals- all animals* | | | Teacher will review all the animals once again and have students answer what they learned about all the different animals on a web on the whiteboard.  Students task will be to pick one animal and place the name of the animal at the top with their own name. The student will then make a mini-poster representing their animal by drawing what they learned about the animal. For example, if polar bears eat fish-you can draw a big fish on the white paper.  Students will get the chance to present their posters to the class in the end voluntarily.  Science Assessment- Smiley Face | | | |
|  |  | | |  | | | |
|  | **Resources needed:** | | | | | | |
|  | * **Projector** * **laptop/IPad** * **blank paper** * **colors, pencil,** * **reading books,** * **printable** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **These lessons are connected to ADST, Art and Math as the lessons consist of shapes (math), art (making a snowy owl), and very much ADST as technology is a primary source to show the students about each Arctic Animal.** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |