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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Freya Jonasson** |

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| **Grade** | 1 / 2 | **Topic** | ADST – Hundreds Day Building |  |
| **Date** | February 25, 2021 | **Allotted Time** | 95 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/adst/1/core><https://curriculum.gov.bc.ca/curriculum/adst/2/core> |

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

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| This lesson is relevant to these students at this time as the students will be developing their abilities to build and plan while accessing their knowledge on counting and presenting. This will be an engaging activity for Hundreds Day ensuring that the students are planning through applied designs and developing their building skills in an enjoyable way. This is important in allowing them to consider new approaches when one design fails and correcting it through trial and error, an essential skill in problem solving.  |

**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 contribute during group activities, cooperate with others, and listen respectfully to their ideas.**During this activity, students will be collaborating at their stations to build different things. There will be a station for building a tower out of cups and students will be encouraged to talk out a plan prior to building. They will pitch ideas to their groupmates and decide on how to build their tower. There will also be a station where students will be setting up 100 dominos to knock down and they will need to collaborate on a design. The stations during this lesson will require students to communicate with their peers to find the best possible way 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 involves recognizing the consequencesof one’s actions. | **This lesson will require students to recognize the consequences of their actions by responding to their buildings needs: the cup tower may fall over if the base is not strong enough and they will need to respond to the consequences of not building a strong base. This lesson will embed this piece of FPPL as they will be making choices that will influence how their buildings turn out, and if their buildings are able to stand. Every choice they make will have a positive or negative consequence in terms of how their building turns out.** |

**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):**Grade 1 / 2:** Skills can be developed through play.*Essential or Guiding Question(s):** Can students reassess their plan to change with the buildings needs?
* Are students open to changing their plan when it isn’t effective?
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| ***Do***Curricular Competencies (Learning Standards):**Making*** 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
 |
| ***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)

This lesson is based on trial and error. Formative assessment of this lesson will include how the students can respond to the situation if their original plan begins to falter. Are the students able to respond to the needs of the building to change their plan when needed? Assessment as learning will be noticing that one way of doing something can be changed to a different plan when needed.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Summative assessment of this lesson will be based on how the students describe their processes. They will be sharing what their plan was and how it worked – did they need to change their original building plan to respond to the consequences of the plan? Were they willing to change their design when it was needed? They will describe their thinking processes to you.

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | The learning intention for this lesson is for students to collaborate to work toward a common goal. The goal for each station will be slightly different: dominos will be that they remain standing until the end of the round, the cup tower will be for the tallest tower. The students must communicate and collaborate to develop their buildings.*I can collaborate with my group to work toward a common goal.* |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning through demonstrating fair collaboration, and by listening to their groups ideas. The students will need to reassess their plan most likely, and they will need to work together to respond to any design flaws that may occur. I will see students working *together* as a group to achieve the common goal. I should hear encouraging words and I should see the whole group participating. |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | * I can contribute my ideas to the whole group.
* I can respond to the consequences of my design.
* I can communicate why I selected my final 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 do* Contribute to the group activity by building.
* Be a part of the group – staying with group members (with teacher support to be included when needed).

Access/All | Students can do* Contribute to the group activity by building according to the design presented and selected.
* Stay a part of the group without needing teacher intervention.
* Demonstrate knowledge of when a design is not working.

Most | Students could do/try to* Contribute ideas to the group for what design to use.
* Be able to explain why this design worked or did not work.
* Demonstrate a growth mindset when something is not working – responding to this in a productive way.

Few/Challenge |

**STAGE 3: Learning Plan**

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

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| 100 plastic cups100 pieces of Lego100 dominosHundred chart math pictureHundred Day counting handout |

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

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| This lesson will take some prep time. When the students go out for recess with Mrs. N, take this time to set up the stations. Have the students eat before they go outside, or while they are outside playing. Use their tables to set up the builder stations, and use the remaining tables for the “cool down” activities. Before the day starts, ensure that you have counted all of the supplies and have them ready to go out for quick setup during this recess time. You will also need to explain the purpose of each station in detail so the students will know what they are doing during transitions between stations. |

**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** * Activate student thinking by asking the students to reflect on times they may have built with the supplies before: ask them to keep in their mind a design that worked for them, and to consider what did not work. They will need to collaborate as a team so they will need ideas for the builder stations.
* Capture student interest by letting students know that they will be building different items today: with Lego, plastic cups, and with dominos. They will be excited!
* Share the learning intention “I Can” statement: “I can collaborate with my group to find a design.”
 | **Students will** * Have thinking activated by thinking through some design ideas that they may have tried before. Thinking before entering the group so that nobody is put on the spot.
* Have interest captured with the variety of builder stations that the students will be engaged in!
* Discover the “I Can” statement attached to this lesson.
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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** * Begin the lesson by greeting students back from recess at the carpet. Let students know that this will be a really exciting activity, but students will also need to keep their bodies calm and engaged while the instructions are being given.
* Explain to the students that since today is 100’s Day, there should be some fun builder activities using 100 items at each station. Describe the stations and walk to them so that they know where they are…

*LEGO station:* The LEGO station will have 100 pieces. The group will be asked to build something with the LEGO.*Cup stacking station:* The cup stacking station will require students to build the tallest cup tower that they can with 100 cups. They must decide on a design before beginning, but can change their design as much as they’d like once they begin. They must start with an intent.*Dominos station:* The dominos station will require the students to set up 100 dominos that are ready to be knocked down. Remind students how easy it is to accidentally reset your design during this round, so be careful that you do not bump the table if that is where you are working, and do not run into the dominos if they are on the carpet. Remind students about making a design plan before starting so that they work with intention.*Hundred Chart 100 Colouring:* During this round, students will be on a cool down. They will be colouring the sheet in the pattern directed by the instructions on the page, and will need to colour the boxes to uncover a hidden message. *Count the 100 items:* This is the second cool down activity. During this round, the students will be counting how many of each object is found within their “Giant 100.” * Say the “I Can” statement written on the board, and have the students repeat it back.
* Before sending students to their rounds, divide the class into their groupings. Have them move to their group and give each group a “station map.” This will tell the students which station they will be at for each round. *This is mostly for my convenience as it will be difficult to organize 5 groups rotating stations without a clear plan.*
* Send students to the first round. Set timer for 15 minutes. Circle class during this time, checking in with the builder groups to prompt about their design and to ensure everyone is participating and collaborating.
* At 10 minutes into the round, let students at the builder stations know that they have 2 minutes left to build.
* At 3 minutes left of the round, take a picture of the final results of each stations building. Ask them to explain to you why they chose the design they did. After explaining and having the picture taken, they will take down their building and have it ready for the next group.
* When the timer goes off, transition the students to their next station. Reset the timer. Remind them at 10 minutes, then go again at 12 minutes to get pictures and explanations. Repeat 4x.
* At the end of the 5 stations when everyone has had a chance at the stations, have students clean up their station and return to the carpet. Once everyone is back at the carpet, begin your close.
* Ask students (raising hands) to tell you which builder station was the hardest and why. Ask students how they problem solved at their stations. Ask students why working with a group can be helpful.
* Conclude the lesson by thanking students for their growth mindsets and for participating in the activity. Send them to get ready for lunch.
 | **Students will** * Learn that this lesson will be really fun and that it will still require listening with intent and respectful listening to instructions.
* Listen to what the stations are and what they will be doing at each one. Raise hands for questions when needed, but listening so that they know what is expected at each grouping.

……………* Repeat the “I Can” statement from the board that was read aloud by the teacher.
* Be divided and move to sit with their group. Receive a “station map” that will say where each group will go in each round.
* Go to the first round and begin the activity. Collaborate and come up with a design plan.
* 10 minutes into the building, students will receive a 2 minutes remaining reminder.
* At 12 minutes in, students will explain their design and justify this. They will have their picture taken with their building, then take it down and get the station ready for the next round.
* Transitioning when the timer goes off… Repeating this 4x until each group has been to each station.
* Cleaning up the stations and returning to the carpet for a debrief – ensuring there is no mess left over at the stations. (Everyone can help with each station as everyone used each one.)
* Talk about design and how this went. Talk about collaborating and how it can help with a design. Make connections and references to the stations.
* Be thanked for growth mindest and hard work, then get ready to go outside for lunch.
 | 2 min5 min1 min2 min15 min1 hr(15min x4)10 min2 min1 min |

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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** * Allow for students to practice their learning through trial and error: they will select a design and be prepared to change it when needed.
* Allow for students to represent learning in personalized ways through the design selected by the group: this is entirely up to them and their creativity.
* Allow for choices in the task: what type of building to create, their processes, and how they work together.
 | **Students will** * Practice learning through trial and error, changing the design when needed.
* Represent learning in personalized ways by selecting their own design for their building.
* Have choice on how to build, what to build, and what jobs each group member is doing.
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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** * Solidify the learning for students through the debrief on the carpet: what was difficult and why, what worked and what didn’t, how collaborating can be beneficial.
 | **Students will** * Solidify the learning through the debrief on the carpet: what was difficult and why, what worked and what didn’t, how collaborating can be beneficial.
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**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 very successful! All students were engaged and it was definitely a success to have separate supplies set aside for some exceptional students who have a difficult time with transitions. For this, I had an extra bin of LEGO blocks, an extra set of 100 dominoes, and it was really helpful to have the more mellow stations for students to cool off before their next building station. I believe that this was as successful as it was due to the “station map” that I created and printed out for the students. They were able to follow the map to find which station they would go to next without much support, leading them to have almost independent transitions! A success! The station map also allowed for me to think and plan out which groups would work together well, moving students of highly skilled in fine motor abilities, and students who are still developing. This aided in any frustrations in groups, and it also helped to have a student who naturally took the lead in each group. I designed groups with these “known leaders” in mind, which really helped to mediate any in-group conflicts that arose due to design ideas. All in all, I would definitely do this lesson again! It worked for students of all skills levels. |

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***?**