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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Zachary Forster** |

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| **Grade** | 1 | **Topic** | Bilby Moon |  | |
| **Date** | 19 12 11 | **Allotted Time** | 55 minutes |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| BC Curriculum  Picture book resource: *Bilby Moon* by Margaret Spurling, illustrated by Danny Snell  Homeschool clipart.com | | | | |

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

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| * Children have been learning about objects in the sky; sun, clouds, moon, stars and why we have day and night * Children have applied concepts of day and night to their own experience * Students are now ready to consider cycles in nature as part of this science unit |

**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: Observable patterns and cycles occur in the local sky and landscape.  Essential or Guiding Questions:   * *What kinds of patterns can be observed in the sky?* * *How do patterns and cycles in the sky affect living things?* |
| ***Do***  Core Competencies: (Questioning and Predicting, Communication, Processing and Analyzing Information and Data and Creative and Critical Thinking):  Questioning and Predicting – demonstrate curiosity and a sense of wonder about the world    Processing and Analyzing Data and Information – identify simple patterns and connections  Creative and Critical Thinking: The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings. |
| ***Know***  Content Standards:  **Common objects in the sky**   * the appearance of the moon and stars at night |

Fir*st Peoples Principles of Learning:*

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| *Learning is embedded in memory, history and story.*  Student are experiencing this concept through story-telling as they experience the phases of the moon through young Bilby’s eyes. |

**STAGE 2: Assessment Plan**

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| **Learning Intention:**  What will students learn? | Students will learn that:   * the way we see the moon appears slightly different each night * these changes move in a cycle/circle * the cycle repeats itself continually and is predictable * living things are affected by changes in the phases of the moon |
| **Evidence of Learning:**  How will students show their learning? | Students will demonstrate their understanding of these concepts through completing the *Bilby watches the moon.* activity sheet and by drawing a picture showing how Bilby felt when the moon was disappearing. |
| Criteria: What criteria will help students know how to be successful? | * Teacher led discussion * Demonstration of examples |

**STAGE 3: Learning Plan**

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

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| Picture book resource: *Bilby Moon* by Margaret Spurling, illustrated by Danny Snell  Homeschool clipart.com  Teacher created activity sheet *Bilby watches the moon.1.* Use a black or dark grey crayon to colour over the shaded parts of each moon.  How did Little Bilby Feel? – writing activity with illustration  Additional teacher created activity sheet as extension if needed, *Bilby watches the moon. 2.* Use a black or dark grey crayon to colour in the shaded parts of each moon.  Overhead camera  White Board  Marker  Large paper for illustration  crayons  Pencils |

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

* Additional support needed by specific students
* Option for further practice by students who are ready to go on independently

**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:**   * Ask children to think of a time they were outside after dark and looked up into the sky * Ask children what they saw and take answers * Ask children if the sky looks the very same every night? – take answers, * Ask children if looking at the night sky has ever caused them to have some feelings? Take answers * Introduce the book, *Bilby Moon,* saying ***“Today we are going to meet Little Bilby who is leaving her burrow for the very first time. Because she is a nocturnal animal she is going outside at night. Let’s see what happens when Little Bilby looks up at the night sky.”*** | **Students will:**   * Listen on carpet * Participate in discussion * Engage with the story | 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:**   * Read aloud to children – with some discussion and conversation as seems appropriate for the situation * Review what happened in the story focusing on:   - How the moon appears differently to us each night   * How these changes move in a cycle/circle – (pattern of waning and waxing in the phases of the moon) * That the cycle repeats itself continually and is predictable (Owl- It will come back.) * That living things are affected by changes in the phases of the moon (Little Bilby loves the big round moon. She is worried when it is waning, sad when she can not see it and then hopeful again as it waxes. She is happy and satisfied when the moon is again full and enjoys it with her friends.) | | **Students will:**   * Listen on carpet * Participate in discussion * Applying critical thinking skills * demonstrate curiosity and a sense of wonder about the world as they identify with Little Bilby * communicate observations through discussion and illustration * identify the pattern described in the story | | 10  minutes |
| |  | | --- | |  | | **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?* | | | The teacher will:   * Show a completed *Bilby watches the moon. 1.*Activity sheet (This is a reinforcement of the phases of the moon cycle.) * Explain that we are going to be completing these today * Have students go back to their desks with the sheets * Review the instructions and have students begin * Let students know that when they are finished, they are to complete *How did Little Bilby Feel?* – writing activity with illustration * When the first activity is finished, the children are to raise their hands to show the teacher that they are completed * When this work is complete and checked students can then move on to *How did Little Bilby feel?*  (First Nations Principles of Learning - *Learning is embedded in memory, history and story.* * If any children complete both of these tasks a *Bilby watches the moon. 2. Activity page is available* * Circulate during activity time, giving feedback and providing assistance as needed | * illustrate their understanding of the changing moon through completing the activity sheet individually (reinforcing their understanding of the phases of the moon as a cycle or circle pattern) * communicate their understanding of how Little Bilby felt about the moon through creation of a crayon picture * engage with learning as embedded in memory, history and story – First Nations lens | | | | |  |
| 25 minutes |
| **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/behaviour difficulties or require enrichment?* | | | |  |
| *Students need to:*   * *participate in group activities* * *complete Bilby watches the moon. 1. with support where necessary*   Access:  Feedback during activity and educational artifact | *Students can do:*   * *participate in group activities* * *complete Bilby watches the moon. 1. with support where necessary* * complete *How did Little Bilby feel?* activity   Access:  Feedback during activity and educational artifacts | | *Students could do*   * *move on to the additional Bilby watches the moon. 2.*   Access:  Feedback during activity and educational artifact(s) |  |
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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.*   * At 12:05, ten minutes before the end of class the teacher will ask students to stop and to place their work in the bin * Children will be reassured that there will be time to finish these activities later today if they are not yet finished * Call the children to the carpet * Lead a consolidation discussion   “What did Little Bilby Learn?”  “How did Little Bilby feel about the moon?”  What have we completed and learned today?  Do you have any questions about the moon?  **(10 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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| *My goal was to improve pacing/time management:*   * Cue card reminders about pacing were taped to my wrist   *What was successful in this lesson?*   * Pacing and time management was much improved * Students were engaged * Classroom management was effective * Learning intentions were achieved * Perfect story math to curriculum * Great relationship with students * Able to know which students needed support   *If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*   * I will definitely keep this lesson in my tool box for future use. * I may have to make changes based on the class dynamics in a different situation |

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***?**