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| Time | Wednesday, February 5, 2020 |
| 8:25 – 8:50  A.M. | Attendance/Calendar |
| 8:50 – 9:20 | * Assembly |
| 9:20 – 10:15 | Prep. (Mrs. Gallagher Music/Gym) |
| 10:15 – 10:30 | Recess |
| 10:30 – 10:40 | Wash Hands/Snack |
| 10:40 – 11:10 | Math (30 minutes) - Comparing Lengths – non-standard measures   * **See detailed lesson plan, Math, February 5, 2020** |
| 11:10 -  11:20 | Action Break |
| 11:20 – 11:50 | ELA – Connecting -*Buniq’s Boots* (30 minutes)  **Big Idea:**  Stories and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  **Essential or Guiding Question(s):**  *How can I connect with information and stories to understand?*  **Learning Intention / Link to the Big Idea(s):**  Students will use connecting strategies in order to make meaning from the text.  Students will describe a time when they chose to be honest and consider the feelings associated with honesty.  **Instructional Activities:**  Children will be asked to think about a time in the future when they will be choosing to tell the truth.  They will do this by thinking about, discussing and recording their own experiences that relate to the events in the story. Connections can be made from text to self, text to text, or text to world.  The teacher will explain that proficient readers make connections while reading. Students are encouraged to think about how the story reminds them of a similar experience in their lives.  *Buniq’s Boots* by Robert Cutting will be introduced by the teacher. The literature will be shared with the teacher stopping to model making personal connections where applicable.  **Student Task:**   * Students draw a picture showing a time when they felt nervous or scared about telling the truth but decided to go ahead and be honest. * Students will write a sentence or two describing this situation. * Students are directed to draw a picture of how the problem was solved. * The class concludes with students explaining their pictures to an elbow partner. * Student work is handed   **Criteria:**   * Student active participation during the lesson * Student artifacts – student completing the drawing and writing a few sentences * Students being able to explain their situation to an elbow partner |
| 11:50 – 12:20 | Centres |
| 12:20– 1:05 | Lunch |
| 1:05 – 1:30 | Attendance/Silent Reading |
| 1:30 – 2:10 | Science (40 minutes)  ***How do scientists observe, ask questions and solve problems?***  **Big Idea:**  Matter is useful because of its properties. (This series of lessons is designed to prepare students to participate in meaningful investigations when completing the science unit on matter.)  **Essential or Guiding Question(s):**  *How do scientists observe, ask questions and solve problems?*  **Learning Intention / Link to the Big Idea(s):**  Students will become acquainted with how scientists use a specific process when answering questions and solving problems. (the scientific method)  **Instructional Activities:**   * Children are called to the carpet. * Teacher quickly reviews what was learned during lesson 1 by showing the book *What Is Science* by Rebecca Kai Dottlich, reviewing the book’s content and reading the statements that were generated together. * Ask children to volunteer what type of science they would most want to do? What problems they would like to solve?  Play video, *The Scientific Method Song* - discuss what they saw. Play video again. Scientific Method Song <https://www.youtube.com/watch?v=ptADSmJCVwQ> Learning Science | Scientific Method Song | Lyric Video | Kid's Songs | Jack Hartmann  * Explain that the scientific method is a step by step process used by all scientists. We are learning it so we can be real scientists too. We will be doing experiments later this month * Chart of scientific method is shown and read step by step * Chart is displayed for reference * Students can return to their desks. * ***Think Like a Scientist*** booklet are distributed. * Students are asked to turn to page 3. * The top two blanks are completed together with students volunteering what will go in the blanks. (The words questions and problem are pointed out to the students on the science chart.) * The teacher presents a problem that can easily be seen:   Mr. Forster has a **problem**: *Mr. Forster just found out he needs to go outside to supervise at recess. Mr. Forster needs help.*  **Ask** **questions** – What questions do we need to ask? How can we solve this problem?  **Hypotheses** – Take a guess.  **Test Hypotheses** – Try out the guess.  **Collect observations** – What did we see, hear, smell, feel?  **Interpret** – What happened? – Did our guess work?  In **conclusion** -   * Students are directed to draw a picture of Mr. Forster’s problem. * The class will be directed through the scientific method process to solve the problem.   **Student Task:**   * Students are directed to draw a picture of how the problem was solved. * The class concludes with students explaining their pictures to an elbow partner. * The booklets are collected.   **Criteria:**   * Student active participation during the lesson * Student artifacts – student completing the activity sheets * Students being able to explain their pictures to an elbow partner   **Assessment / Moving Forward: Formative**   * Teacher observation * Informal student-teacher conferencing while students are completing the activity sheets * Student artifacts |
| 2:10 – 2:17 | Clean Up |

Staff meeting: