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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Daniel Mulhall** |

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| **Grade** | 4 | **Topic** | Social Studies 4 – Explorers Project (Criteria Setting) |  |
| **Date** | March 1, 2021 | **Allotted Time** | 60 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/social-studies/4/core>  ‘Knowing What Counts: Setting and Using Criteria’ by Kathleen Gregory, Caren Cameron, & Anne Davis  ‘Grading, Reporting, and Professional Judgment in Elementary Classrooms’ by Sandra Herbst & Anne Davis  <https://firstpeoplesprinciplesoflearning.wordpress.com/>  ‘The Big Six Historical Thinking’ by Peter Seixas and Tom Morton | | | |

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

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| Last week, we started our unit on early Canadian explorers. We have been building a lot of context and starting to understand how history affected the explorers and their decisions to explore. We have also connected ancient exploration to modern day exploration (Mars: Rovers, the ocean). After building context, we have begun to work on the key skills of this unit: reading and pulling information from the reading. This a is skill the class needs work on. In the first few social studies lessons, we began small by reading 1-2 pages about John Cabot, Christopher Columbus, Jacques Cartier, and why people explored. Students were asked to pull out key information on small exit slips, to help scaffold their understanding of this skill. These exit slips has asked for key information such as: nation represented, purpose of exploration, accomplishments, and route – these exit slips will provide the students with a beginning understanding of some of the information they should be looking for.  This lesson comes after the previously mentioned lessons.  Students have been told we will be working on a larger project in this unit; the project will be a poster on one of 2 BC early explorers (Fraser and Vancouver). This lesson will be the introduction of that larger project, as we co-develop the criteria together. This co created criteria will be influence using the teachings found in: ‘Grading, Reporting, and Professional Judgment in Elementary Classrooms’ by Sandra Herbst & Anne Davis. Students will write down what they think needs to be included on the posters on thing strips of paper. I will then collect all the paper strips and together we will sort and organize them, to determine the criteria for the posters. After the criteria has been determined, we will develop the single point rubric for how to achieve success on this assignment.  This lesson falls in the natural time of this larger unit; previous lessons set us up and covered the learning intentions of this unit, and this lesson will build upon that as we move forward to working on our larger summative assessment project (poster). |

**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 |
| **Students will work on their communication skills as they advocate for their own learning; students will decide what they think the final project should contain and communicate their thinking with their classmates and teacher. Students will need to collaborate with each other as the criteria for the summative assessment is developed as a class.** | **This lesson will require students to think both critically and creatively, as they are asked to consider what would be important information about an early Canadian explorer. Students will reflect on their previous learning and make decisions about how they would like their knowledge assessed. This will require a lot of reflection and critical thinking. Students will have to think how they can create a poster to demonstrate their learning.** |  |

**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 is holistic, reflexive, reflective, experiential, and relational.**  Learning is reflexive. It builds upon itself, exponentially increasing as learners develop new knowledge and deeper understandings of how everything is ultimately connected.  Learning does not happen without reflection. Reflective thinking is a key process in coming to understand new concepts and determining the relevancy of information and ideas.  **Learning is embedded in memory, history, and story** | **Students will see their learning from the last few social studies lessons be built upon in this lesson. Students learning has been building towards this larger summative assessment and students will see this occur. Students will have a voice and be given the chance to advocate for their own learning.**  **The learning will build upon itself and continue to increase as the student grows.**  **Reflection will be key for students to develop the criteria. Students will need to reflect on their own understanding and decide how to demonstrate their own learning. Student voice will be the center of this lesson.**  **Students will understand the relevancy of information and ideas, while collaborating with their classmates.**  **This unit has also placed a high importance on oral storytelling and pulling information from oral histories. This will continue in this lesson, reminding students that not all information will be taken from readings.**  **First nations perspectives will be encouraged on the posters for a well-balanced understanding of early Canadian explorers’ relationship with First Nations. This will be accomplished through “Using story and narrative to teach across curricular areas”.** |

**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):**  The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.  ***Essential or Guiding Question(s):***  How can we codevelop criteria for our project?  How can we determine what is needed for our explorer poster?  How can we apply our learning?  How can we begin a large research project? How can we break it down into accessible steps?  How can we pull information from reading?  How can we critically read information?  How can we create a poster that demonstrates our learning? |
| ***Do***  **Curricular Competencies (Learning Standards):**  Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) |
| ***Know***  **Content (Learning Standards):**  The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.  What motivated explorers and settlers to come to Canada?  How did the geography of Canada affect European exploration? |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Student focused discussion during this lesson will provide the teacher with insight into their current understanding. Students will be developing the criteria for their own learning; teacher will observe and scan the room to see where the students are. Teacher will meet the students where they are with their learning and be reflective.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

The poster created through this unit will be used as the final summative assessment piece.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn how to develop criteria for a piece of summative assessment.  Students will learn how to represent their learning.  Students will learn how to communicate and collaborate with their classmates.  Students will learn to advocate for their own learning.  Students will continue to learn how to pull information from reading sources.  Students will learn how to begin and plan for a larger project. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will show their learning through active listening during the discussions.  Students will demonstrate their understanding in their responses to questions and prompts, allowing them to demonstrate their understanding of the key topics in this lesson.  Students will show their learning through active participation in the paper strips criteria setting.  Students will demonstrate their learning as they work well with their classmates. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to be actively listening and engaged in the class discussions.  Students need to reflect and consider what they want to have included in their summative assessment.  . Students need to listen to their classmates.  Students need to show respect for all diversity in their classroom. |

**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  Students need to listen as the criteria is developed as a class.  Students need to begin working on their poster.  Students need to find the relevant information/facts about their explorer.  Access/All | Students can do  Students can contribute and share ideas as the criteria is developed as a class.  Students can begin to plan out and work on their poster, using the criteria that was developed.  Students can begin to find information/facts about their explorers and be critical about which information will make it onto their poster.  Most | Students could do/try to  Student could act as a leader, offer insightful ideas, and contribute to the criteria being developed.  Students could begin their poster by gathering accurate information and showing thoughtful brainstorming as they begin their poster.  Students could begin to critically read more than one source as they gather relevant information/facts to begin planning their poster.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Thin slips of paper, cut out and ready to be handed out to the students.  Make booklets of information for Vancouver and Fraser. Ensure they are long enough so students are working on pulling the information, but not too long that they get lost in too much information . Also develop easier ‘jot note’ versions for students like Luca and Nicholas, who will need this lesson differentiated for their success.  A focus on pacing and making sure students really understand the purpose of this co-development  Poster paper ready to be handed out and used (decide size).  Scissors, tape, glue, construction paper, blank paper, sharpies, etc |

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

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| I will need to read the assessment designing ideas explored in:  ‘Knowing What Counts: Setting and Using Criteria’ by Kathleen Gregory, Caren Cameron, & Anne Davis  ‘Grading, Reporting, and Professional Judgment in Elementary Classrooms’ by Sandra Herbst & Anne Davis  Then I will need to tweak these ideas and decide how I can bring them in to my specific lesson.  Allow students to codevelop the criteria, but also ensuring the relevant information makes it to the final criteria (lead the discussion in the right directions).  Focus on classroom management during this lesson and remain aware of all students. Ensure all students are contributing and not just 5 students making this criterion. A strong attention to behavior in the class will be required (Brooklyn and Kyler will try to design the entire project, while Landon, Luca, and Connor will be distracted). Focus on all students and ensure all student voices are being heard. |

**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**  Loudly announce that reading time will end in 3 minutes (this will help assist students with transitioning to the next lesson).  When the 3 minutes are up, ask all students to put their books away, in their appropriate places. Ask students to be seated in their desks when done.  When students are settled (may need a reminder), ask 2 students to share what we have been doing/working on in our social studies unit so far (Students should mention explorers).  Remind students we have been working on the skill of pulling information from readings/stories.  Explain that we are going to be making a final poster project, to wrap up our learning of this unit.  Break it down for the class, provide context so they understand why we are doing this.  Provide the learning intention for this lesion (I start all lessons with an “I can” statement).  Explain that we will be co-developing the assessment rubric for this final project. We will be using a single point rubric, where criteria is set and students either meet the criteria or do not.  Explain that I want to develop these criteria together, so students have autonomy over the way they demonstrate their own learning.  Explain that we have had practice pulling information of explorers already in our previous lessons. Ask students to remind the class of the type of information we pulled (nation represented, birthplace, purpose of exploration, accomplishments, fun facts, route, etc).  Advise students that we will be pulling these same types of facts but presenting them on a nice poster.  Have the hander outters in the class, begin to hand out a few paper strips to every student (these will be precut before the lesson).  When every student has a few strips, I will begin to explain how we will work together to collaborate and develop these criteria using the technique explained in  ‘Grading, Reporting, and Professional Judgment in Elementary Classrooms’ by Sandra Herbst & Anne Davis | **Students will**  Put books away, in appropriate place, and get seated, ready to begin the lesson.  Offer to answer what we have been working on in our previous lessons.  Listen as others share.  Listen as the previous lessons are reviewed and important features are summarized.  Begin to think about what a final assessment for this unit may look like.  Listen to the “I can” statement.  Continue to listen as this is explained.  Remember the practice we have had pulling information.  Answer what types of information we have been pulling.  Hand out paper strips to each student if hander outer of the day.  Take the paper strips if not. | 10 mins |

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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, skillsand/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Ask the class to start brainstorming what kind of information we might need for this research project.  Ask a few students to share their ideas.  Remain supportive of all shares but continue to direct the discussion in the right directions: “Ok so we should probably know when the explorer was born… what else?”  Continue with this style of discussion, encouraging all students to share and contribute.  As each “section” is decided upon, have students write down what they think is important on a piece of the paper.  Then collect all the pieces of paper and lay them out on the table.  Begin to go through the papers with the class, throwing away doubles and organizing into different piles.  Then as we start to narrow down, discuss with the class (“do we think knowing if the explorer has siblings is important? Why not? Should we leave this one out and focus more on the country they represented?”)  **This section of the lesson cannot be overly planned ahead of time, since the entire lesson focuses on students taking autonomy and deciding what they want to represent on the posters. My job here is to ensure the discussion stays on task and ensure the project requires key facts that will need to be assessed.**  Continue with this co development until the poster project criteria begins to get clearer.  “See? We are getting there! We already know the poster will have the have all of these things, etc”.  Continue this approach for: content of poster design of poster (what will it look like? Individual boxes for each section?) size of poster and other elements.  Once the criteria have been set, use the strips of paper to create a rubric on the board (this will be done by taping/magnets the strips to the board).  Review the finished product and ensure all students know what the criteria is and what they need to do to be successful: “Ok so if we look here, we can see what we need to be successful; we need to know the date of birth, the nation, where the funding came from, why they explored, how long it took, what they did when they arrive, if they had contact with First Nations, etc).  Explain that all of this information will need to be on the final project to be successful. | **Students will**  Begin to brainstorm what kind of information we might need.  Share ideas.  Listen as others share ideas.  Contribute and participate is the discussion.  As instructed, write down what they think is important on the pieces of paper. Hand them in, and follow along as they are sorted out by the teacher.  Watch as the criteria is narrowed down.  Continue to work on collaboration and communication skills.  Continue to contribute to co-development of criteria. Offer suggestions and ask questions.  Watch as the strips of paper with student input as used to develop the rubric.  Follow along, consider if they know what they need to be successful.  Ask questions for clarification as required. | 20 mins |

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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**  Introduce the 2 explorers the students can chose from (I have narrowed it down to 2 explorers to ensure this unit stays accessible and easier for students to manage).  Introduce Vancouver and Fraser as the 2 explorers.  Ask students if these names sound familiar, why do we think so? Could they have explored BC? (this makes these explorers more connected to the students sense of place).  Advise that we will be going through the different sections of the poster together, for example: working on the date of birth, country of birth, and early life today AND THEN moving on to other content in tomorrow’s lesson.  **This approach ensures no students get left behind and students have guidance and directed for each step of the project (they will need this, as discussed with coaching teacher).**  Provide the booklets for each explorer (these booklets will be made a head of time and be short enough that the students can find the pertinent information, but still long enough to develop the skill of pulling information).  Breakdown where we are starting in this lesson (provide 3 small sections we will work on today). This ensure there is a focus for today’s lesson and keeps everyone on track for completion around the same time.  As students pick up their booklets, begin to wander the room and check in with them. Ask them if they understand what we are working on and how to get started.  Continue to answer questions and assist students as needed. | **Students will**  Decide which explorer they might want to do their project on.  Consider how they know these names.  Listen as the teacher explains what information we will be focusing on today.  Take the booklet for the explorer chosen for this project.  Begin to work.  Check in with teacher. Ask questions. Assist other classmates. | 25 mins |

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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**  As the class approaches its end, provide reminders of time remaining.  Remind students of what we should have wrapped up by the end of this lesson and remind students we will be working on this again tomorrow.  When the time is up, collect all the booklets and ask students to put their individual work into their baskets.  Explain that this work will need to be kept safe while the project is being completed.  Regather the focus of the class.  Ask if there are any questions and answer them if there is.  Go over the criteria one final time so students really understand.  Explain where we will pick this up next lesson.  Thank everyone and advise I will be creating a rubric based off what we did today!  Begin the transition to the next lesson (Art). | **Students will**  Listen as reminders of time are provided. Consider how to wrap up work.  Hand in booklet.  Put all other work in basket.  Plan to keep safe.  Ask questions if there are any. Remain respectful of others asking questions.  Review the criteria one more time, to make sure they understand.  Begin the transition to the next lesson. | 5 mins |

**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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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***?**