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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | Emily Payne |

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| **Grade** | 2/3 | **Topic** | Art-Force and Motion |  |
| **Date** | Nov23 | **Allotted Time** | 65min |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum | | | |

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

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| Students will be able to make predictions and explore what happens when we use paint to drop various items on a big canvas. Students will be adding in force (push) and explaining the motion they are using while they dip the items in paint and drop them. This allows students to make connections from previous classroom learning (force and motion) in a fun and creative environment (art) |

**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 may generate creative ideas through free play, engagement with other’s ideas, or consideration of a problem or constraint, and/or because of their interests and passions |  |

**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 patience and time | **Students will be given the time to participate in the art activity and make predictions, but students will also need patience and need to watch while other students get the opportunity to do the same thing** |

**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):  Sci2: Forces influence the motion of an object.  Art2: Inquiry through the arts creates opportunities for risk taking.  *Essential or Guiding Question(s):*  *How does force influence the motion of an object?*  *How does inquiry though art create opportunities for risk taking?* |
| ***Do***  Curricular Competencies (Learning Standards):  Sci2: Observe objects and events in familiar contexts  Ask questions about familiar objects and events  Make simple predictions about familiar objects and events  Make and record observations  Art2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play |
| ***Know***  Content (Learning Standards):  Sci2: Types of forces  Art2: personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment |

**STAGE 2: Assessment Plan**

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

- Students can make predictions and engage in classroom discussions about force and motion in relation to the items

SUMMATIVE ASSESSMENT: (Assessment of Learning)

- Students can safely participate during a group art activity

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can predict and see how force and motion can affect objects  I can safely handle materials and participate in a group art activity |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by answering and following along with the rest of the class when we begin making predictions about the objects dipped in paint as well as indicate the connection with force and motion  Students will listen and participate with the rest of group during the object dropping – students will receive 1 warning and if they continue to not be safe at the paper they will be asked to go back to their desks |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | I can sit quietly and respectfully at the paper  I can make connections to the object dropping and force and motion |

**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 must share their predictions verbally and respectfully participate with the paint  Access/All | Students can do  Students can share their predictions and explain how it relates to force and motion.  Students can respectfully and participate with the paint  Most | Students could do/try to  Students could try to use their background knowledge on gravity in relation to force and motion  Students could try to enforce respectful behaviours with the paint towards other students  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| - Prediction and force and motion sheet  - Long sheet of paper to drop of objects  - Paint  - Objects to drop |

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

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| Consider the paint and the mess associated with paint (with objects dropping there will be splatter of paint). Students also may express more excitement due to the paint which could cause unwanted mess  StudentA and StudentB will blurt out comments during other students when they are dropping paint. When this happens, remind them to put up their hand to make a comment or be respectful of the other students having the opportunity to drop the object dipped in paint  Before the students come in from lunch and during independent reading, have a bag of objects ready to go (sanitized and prepared) and the paper all laid out and the plates paint  Teacher will have students step on the edge of the paper and then take a big step back to avoid getting paint on their shoes/pants  Teacher will draw popsicle sticks to determine which student will be next (assuring everyone will get a turn) |

**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 |

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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 |

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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**  Teacher will ask students to put away their books from independent reading and sit back down quietly at their desks  Teacher will ask students to clear everything off their desks except a pencil.  Teacher will ask the classroom helper to hand out the predictions sheet (on this sheet there will be a spot for the students to predict what will happen when we drop object A, object B, object C, and object D on the paper after it has been dipped in paint. (big splatter or small splatter)  Also, there will be a spot for students to circle if dropping an object is a push or a pull and a spot to write what motion it is  Teacher will go through the worksheet with the class because the teacher will show objects A-D one at a time and guide read the questions, so all the students know what is being asked  Teacher will go through push and pull (if I am dropping an object like this—demonstrate this with the object) and ask again if it is a push or pull  Teacher will again demonstrate with the object, ask students to determine what kind of motion it is  After the students have completed the full sheet together, ask them to put their names on it and make a neat pile on the rainbow table, coming back to their desks quietly.  When all the students are ready, the teacher will introduce what we will be doing with the objects and the paint/large piece of paper (show expectations on how they will drop the items – no throwing)  Teacher will dismiss rows when they show they ready to sanitize their hands and come up to the paper and stand quietly  When all the students are at the paper, the teacher will ask students to take 1 big step back to avoid getting paint on their shoes – once everyone has taken a step back, students will sit down in their spot  \*Teacher will ensure there is space around her to avoid students picking/touching the supplies  Teacher will start with the classroom helper and invite them to come up beside the teacher and stand on the stool.  When all the students are listening, the teacher will allow the student to chose 1 object from the bag and choose a paint colour.  Once the choices have been made, the student will be allowed to dip that object in paint and gently drop it on the paper. After the item has dropped, the teacher will ask the student to go grab the item and put it in the bin with soapy water (to help get the paint off the object ready for another student)  After the student has done this, the teacher will instruct the student to go back to the spot they were standing in  Invite 3 students (with hands up) to share observations/predictions about future objects and how they will splatter with the paint  Repeat these steps with all the students until every student has gone.  At the end have all the students go back to their desks and hold up the final piece showing all the different splatters with the different objects we dipped in paint  Continue to pose questions to the students such as:  What do you think would happen if we did a pull force (throw the object up in the air) and let it fall to the paper to splat?  Do you think we should get a splatter still if we did a forward backward motion instead of an up and down motion?  At 2:00pm, dismiss students one by one to go get ready to go home | **Students will**  Students will put their books and stools away and come back to sit quietly at their desks  Students will take everything off their desks expect a pencil  Student helper will hand out prediction sheets and wait for teacher instructions  Students will look over the sheet while they wait for everyone else to receive one.  Together, the students and teacher will go through the worksheet together, allowing students time to make a prediction on what they will happen when they drop an object dipped in paint on the paper,  If it is a push or pull factor  What kind of motion it is  Once students complete the sheet with the teacher, I will collect them and ask students to wait back at their desks (putting away their pencil)  Students will listen to the teacher introduce the group art activity (and show excitement because it involves paint)  When their row is dismissed, students will sanitize their hands and find a spot around the paper (waiting for their classmates to join)  Once all the students have joined the teacher at the paper, students will take one big step back and take a seat.  Student #1 (classroom helper) will come up and stand beside the teacher on the stool.  Students will listen and watch the student up on the stool choose 1 object from the bag and choose a paint colour  Student1 will take their object and dip it in paint, when ready they will drop the object onto the paper and watch what it does. After it has stopped, Student1 will carefully reach and pick up the item and place it in a water bucket to soak the paint off.  If needed student will go wash their hands, if not they will join sitting down in the circle again  3 students (not the one who dropped the object) will volunteer to share predictions/observations  Students repeat these steps as their name is called  Once all the students have gone, the teacher will invite the students to go back to their desks and watch as the teacher holds up the final piece after all the objects have been dropped on the paper  Students will answer follow up questions given by the teacher  1. What do you think would happen if we did a pull force (tossed the item up in the air) and let it fall to the paper?  2. Do you think we would still get a splatter on the paper if we did a forward backward motion (roll on the paper) rather than the up and down motion  At 2:00pm, students are dismissed one by one to go get ready to go home |  |

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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**  Teacher will continuously be watching and managing the students while at the paper and as they drop the items, relating back to the art learning intention, of I can safely handle materials and participate in a group art activity. As well as allowing the students to complete a prediction sheet and discuss force and motion, I can assess on the learning intention of I can predict and see how force and motion can affect objects. Which relates to the science lessons completed previously in the week. | **Students will**  Students will build on their science skills covered in previous lessons (force and motion) while also practicing in handling materials safely and respectfully. |  |

**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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| Discuss lesson with CT |

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***?**