

**EDCP 331:Project plan****Class Description:****Grade 1**

Being in a primary grade-level class (Grade 1) to start our first teaching experience, we noticed a variety of behaviors and personalities demonstrated. Based upon our observations, we noted that the Grade 1 class was less chatty when grouped together at the carpet. This could be attributed to less active characters in the group, as well as due to established classroom expectations and a unified classroom culture. The group was very active with discussions and responded well to experiential learning activities such as hands-on stations and nature walks.

**Grade 1/2**

Our second class was a grade ½ combined class. Compared to the first group this class had a high level of writing and spelling. The students in this class were very interested in our topic and showed a lot of enthusiasm. This was a very active group of students. Body breaks were very useful for this group to keep them on task and focused while we were giving instructions. The group of students while active, were slightly shy when it came to answering questions in front of the group. Overall, they showed their knowledge well using oral, written and visual techniques.

**Assessment:**

Assessment of the three Social Studies lessons were based upon various observations (oral, written, visual) of students during work time. Students were also continually assessed during experiential learning activities through their exploration and inquiry processes by encouraging thoughts, questions, and wondering. Checking for understanding with the children through use of thumbs up/thumbs down was also an essential means of assessing both primary groups. We also assessed for prior knowledge and connections in lessons 2 and 3 through open class discussion at the carpet to hook the learners.

Summative assessment was displayed in the final activity by connecting all lessons together through visual representations of students' overall understandings of the Big Idea.

**Resources:**

Name of Resource	Type/Availability	Age Appropriate	Use in Lesson	Cautions/Strengths
YouTube	Video ( <a href="https://www.youtube.com/watch?v=dnCQxfC6yaM">https://www.youtube.com/watch?v=dnCQxfC6yaM</a> )	Yes	To hook students to the Prairie region of Canada as students work on their passports	The strength of this resource is its ability to display the Canadian Prairie environments in Canada
YouTube	Video ( <a href="https://www.yout">https://www.yout</a>	Yes	To hook students to the Arctic	The strength of this resource is its ability to display the

	<a href="http://ube.com/watch?v=bViq2i4gEWA">ube.com/watch?v=bViq2i4gEWA</a> )		region of Canada as students work on their passports	Canadian Arctic environments in Canada
YouTube	Video ( <a href="https://www.youtube.com/watch?v=mgoLM9ViE9Y">https://www.youtube.com/watch?v=mgoLM9ViE9Y</a> )	Yes	To hook students to the Ocean Provinces of Canada as students work on their passports	The strength of this resource is its ability to display the Oceanic Provinces and environments in Canada
BC Curriculum	<a href="https://curriculum.gov.bc.ca/curriculum/social-studies/2">https://curriculum.gov.bc.ca/curriculum/social-studies/2</a>	Yes	To guide and structure lessons so that they follow BC Education Curriculum & content	This resource is strong in that it facilitates & provides a goal for the lesson
FPPLs	<a href="https://www.bced.gov.bc.ca/abed/principles_of_learning.pdf">https://www.bced.gov.bc.ca/abed/principles_of_learning.pdf</a>	Yes	To guide lessons so that they follow First Peoples Principles of Learning and support Aboriginal ways of knowing	The strength in this resource is its ability to connect lessons to First Peoples learning methods, creating a connection between education and environment
Canada's Coastal animals by Chelsea Donaldson	Children's literature. Can be found at the library <a href="http://webcat1.library.ubc.ca/vwebv/holding.sInfo?searchId=850826&amp;recCount=10&amp;recPointer=3&amp;bibId=3818932">http://webcat1.library.ubc.ca/vwebv/holding.sInfo?searchId=850826&amp;recCount=10&amp;recPointer=3&amp;bibId=3818932</a>	This book has great information but was a little too complex in terms of reading. Great to pull information from.	Used in lesson to support content. Pictures and facts were drawn from this text and used to create appropriate reading level trivia.	The strength of this resource is the realistic pictures and accurate facts. I would have no concerns in giving this book to a student who was at the reading level.
Canada's Prairie Animals by Chelsea Donaldson	Children's literature. Can be found at the library. <a href="http://webcat1.library.ubc.ca/vwebv/holding.sInfo?searchId=850839&amp;recCount=10&amp;recPointer=5&amp;bibId=3731928">http://webcat1.library.ubc.ca/vwebv/holding.sInfo?searchId=850839&amp;recCount=10&amp;recPointer=5&amp;bibId=3731928</a>	This book has great information but was a little too complex in terms of reading. Great to pull	Used in lesson to support content. Pictures and facts were drawn from this text and used to create appropriate reading level trivia.	The strength of this resource is the realistic pictures and accurate facts. I would have no concerns in giving this book to a student who was at the reading level.

		information from.		
Canada's Arctic Animals	Children's literature. Can be found at the library. <a href="http://webcat1.library.ubc.ca/vwebv/holdingInfo?searchId=850851&amp;recCount=10&amp;recPointer=8&amp;bibId=3558431">http://webcat1.library.ubc.ca/vwebv/holdingInfo?searchId=850851&amp;recCount=10&amp;recPointer=8&amp;bibId=3558431</a>	This book has great information but was a little too complex in terms of reading. Great to pull information from.	This book has great information but was a little too complex in terms of reading. Great to pull information from.	The strength of this resources is the realistic pictures and accurate facts. I would have no concerns in giving this book to a student who was at the reading level.
Do Whales have belly buttons?: questions and answers about whales and dolphins. By Melvin and Gilda Berger	Children's literature. Can be found at the library. <a href="http://webcat1.library.ubc.ca/vwebv/search?searchArg=do+whales+have+belly+buttons&amp;searchCode=GKEY%5E*&amp;searchType=0&amp;recCount=10">http://webcat1.library.ubc.ca/vwebv/search?searchArg=do+whales+have+belly+buttons&amp;searchCode=GKEY%5E*&amp;searchType=0&amp;recCount=10</a>	Information in this piece of literature is appropriate for young students. The amount of text, however is quite abundant and was not quite at the reading level of our grade ½ students.	This book has great information but was a little too complex in terms of reading. Great to pull information from.	This is a fun and engaging book for students. There would be a lot of value in reading it to younger students so that they could get all of the fun facts from it.

		<b>Grade:</b> <b>1/2</b>
<b>Date: Jan. 15, 16</b>	<b>Social Studies: Sports in different regions and the effect on the environment</b>	

<b>Lesson duration</b>	<b>40 minutes</b>	
<b>Big ideas</b>	→ Canada is made up of many diverse regions and communities	
<b>Content</b>	Students are expected to know the impact of recreational activities on the environment	
<b>Curricular Competencies</b>	Students will be able to recognize the causes and consequences of recreational developments.	
<b>Core Competencies</b>	→ Thinking – students will take subject-specific concepts and content and transform them into a new understanding	
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>● Cardboard props(skis)</li> <li>● Lumberjack shirt</li> <li>● Goggles/Helmet</li> </ul>	<ul style="list-style-type: none"> <li>● Pencil</li> <li>● Handout(#1-10 and space to write)</li> <li>● Large chart paper and marker</li> </ul>
<b>Assessment</b>	<p><b>Before activity:</b> Will assess student's knowledge of sports in Canada and what kind of space they are in.</p> <p><b>During activity:</b> Observe students answers to the questions following each skit</p> <p><b>After activity:</b> Assess ideas given from students about how we change the environment for recreational developments.</p>	
<b>PROCEDURE</b>		
<b>Elements of the lesson</b>	<b>Estimated Time</b>	<b>Instruction</b>
<b>Hook</b>	3 minutes	<p>→ Bring students to the carpet</p> <p>→ Go over the 'give me 5'.</p> <p>→ Instruct students that they are trees. Instructors do the skiing skit to capture the students' attention</p>
<b>Opener(access prior knowledge)</b>	5 minutes	<p>→ What sport was actor 1 wanting to do?</p> <p>→ Let's make a list together of all of the sports that you know of (write them on chart paper and make two categories, inside and outside)</p> <p>→ What kind of spaces do we need for these sports? Ex. Hockey needs a big space and an arena built.</p>

<b>Transition</b>	2 minutes	<p>→ Now you are going to have a chance to pick 1 sport and act it out as a group.</p> <p>→ When we put you into groups before you get up from the carpet you need to pick one sport. Keep it a secret from the rest of the class. Only tell the teachers. Once you have a sport you can go find a space to practice your acting.</p> <p>→ Group students into 6 groups of 4. Put kids who are sitting near each other into similar groups.</p>
<b>Main Activity</b>	5 minutes	→ Students are given time to plan out how they will act out their sport.
<b>Activity #2</b>	10 minutes	<p>→ Bring students back to the carpet.</p> <p>→ Choose group to go first.</p> <p>→ Make sure that children are aware that they need to be respectful and watch the whole skit and then raise hand to guess.</p>
<b>Closure</b>	5 minutes	<p>→ Make a list on chart paper about “Changes we make to the environment so that we can play the different sports we have talked about”</p> <p>→ Hand out papers and pencils to students.</p> <p>→ Ask for examples.</p>
<b>Adaptations</b>		

		<b>Grade: 1/2</b>
<b>Date: Jan. 22, 16</b>	<b>Social Studies: Diverse regions of Canada</b>	
<b>Lesson duration</b>	<b>50 minutes</b>	
<b>Big ideas</b>	→ Canada is made up of many diverse regions and communities	
<b>Content</b>	Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture	
<b>Curricular Competencies</b>	<p>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</p> <p>a. Examine photographs from a variety of communities and identify similarities and differences</p>	

<b>Core Competencies</b>	→ Thinking – students will take subject-specific concepts and content and transform them into a new understanding	
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>● Construction Paper</li> <li>● Books</li> <li>● Toy Animals</li> </ul>	<ul style="list-style-type: none"> <li>● Passport Handout</li> <li>● Station posters</li> </ul>
<b>Assessment</b>	<p><b>Before activity:</b> Will assess student's knowledge of diverse animals in various regions of Canada and what kind of space they are in</p> <p><b>During activity:</b> Observe students participation in the stations</p> <p><b>After activity:</b> Assess responses in student passport handout</p>	
<b>PROCEDURE</b>		
<b>Elements of the lesson</b>	<b>Estimated Time</b>	<b>Instruction</b>
<b>Opener/Hook</b>	5 minutes	<p>→ Bring students to the carpet</p> <p>→ Go over the 'give me 5'</p> <p>→ Animal/Environment matching game on SMART board: Three animals and three matching environments on the SMART board; Ask students which animal belongs in which environment</p>
<b>Transition</b>	2 minutes	<p>→ Explain main activity and divide students into three groups of eight based on who student are sitting around</p> <p>→ Discuss/demonstrate proper behaviour at stations</p> <p>→ Hand out student passports</p>
<b>Main Activity</b>	30 minutes	<p>→ Students start at stations, viewing, manipulating relevant artifacts, reading, and solving puzzles/answering questions based on the Exploration Stations (Arctic, Ocean provinces, Prairies)</p>
<b>Follow-Up</b>	5 minutes	<p>→ Students are able to explore any station they choose to add more to their passport or to explore further</p>
<b>Closure</b>	8 minutes	<p>→ Bring students back to the carpet</p> <p>→ Map of Canada on the SMART board; ask students if they know where each of the stations are in Canada</p> <p>→ Ask if students have any 'wonders' regarding the regions from the stations</p>

	<b>Grade: 1/2</b>
<b>Date: Feb. 5, 16</b>	<b>Social Studies: Comparing Diverse Regions of Canada to Richmond</b>

<b>Lesson duration</b>	<b>50 minutes</b>	
<b>Big ideas</b>	→ Canada is made up of many diverse regions and communities	
<b>Content</b>	Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture	
<b>Curricular Competencies</b>	Students will be able to recognize the causes and consequences of recreational developments.	
<b>Core Competencies</b>	→ Thinking – students will take subject-specific concepts and content and transform them into a new understanding	
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>● Maple Leaf Handout</li> <li>● Pencils/Pencil Crayons/Markers</li> <li>● Handout for Nature Walk</li> </ul>	<ul style="list-style-type: none"> <li>● Large chart paper and marker</li> <li>● Laminated facts/Pictures</li> <li>● Pins/Tape</li> </ul>
<b>Assessment</b>	<p><b>Before activity:</b> Will assess student's knowledge of different regions in Canada and what kind of environments or settings they demonstrate (icy, ocean, flatland, etc.)</p> <p><b>During activity:</b> Observe student participation in the Nature Walk and encouraging Inquiry questions while walking. Also, observe and facilitate students working on their handout</p> <p><b>After activity:</b> Gallery Walk</p>	
<b>PROCEDURE</b>		
<b>Elements of the lesson</b>	<b>Estimated Time</b>	<b>Instruction</b>
<b>Hook</b>	5 minutes	→ Bring students to the carpet → Discuss what students might remember from each region of Canada
<b>Opener (access prior knowledge)</b>	5 minutes	→ Go over the 'give me 5'. → Let kids know we will be going outside on a Nature Walk → Go over expectations of behaviour outside and make sure students stick together → Tell kids to pay attention to the environment, animals, nature, etc. because we will be making a list of what we saw
<b>Transition</b>	2 minutes	→ Students go to their cubby to get their coats and outdoor shoes then line up → Assign buddies for the kids so students always have a partner and know to always have someone with them

<b>Main Activity</b>	20 minutes	<p>→ Students are given time to explore the local environment surrounding the school and make observations about their community</p> <p>→ Go on a Nature Walk, stopping periodically to ask “I Wonder” questions, along with other questions about the Nature Walk</p> <p>→ NOTE: Make 4 ‘stops’ along our Nature Walk that we can read to the kids as we go.</p> <p>→ Ex: What do you see here? What animals do you think might live here (trees, ponds) If we see grass here now in Richmond, what do you think we would see in the Arctic? If it’s the Winter right now, why do we see grass instead of snow?”</p>
<b>Transition</b>	5 minutes	<p>→ Bring students back to the carpet after putting away coats</p> <p>→ Students can share what they saw and what they wondered</p> <p>→ Explain Maple Leaf Colouring activity</p>
<b>Activity #2</b>	10 minutes	<p>→ Hand out maple leaf drawings/colouring sheet to students</p> <p>→ Explain that certain sections of the Maple Leaf will represent a specific region. They must draw a picture of what they remember from the last class and from what they saw on the Nature Walk and colour the small spaces (Note: pictures from each region will also be on the SMART board)</p>
<b>Closure</b>	3 minutes	<p>→ Collect student work</p> <p>→ Gallery walk to view everyone’s work. Explain ‘Museum Hands’ – hands behind back no talking</p>