

EDUC 450: Project Plan

Canadian Animals

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Canadian Animals Project Plan

Description of Classroom

The grade 5 class contains 30 students in total with 1 full-time educational assistant (EA). There appears to be quite a few Asian students. Students of particular interest include 2 boys who are both on the autism spectrum and have the attention of the full-time EA; a small boy who was born early and is at about a grade 3 level; and a girl who is an ELL level 2 learner. Overall, common interests from brief observation and communication with the students include: Minecraft, food, art, comic books, science, math, and fieldtrips.

Learning Objectives

To understand that there is a wide variety of animals that live across this big country of Canada.

Curriculum Competencies

- Communication
- Thinking
- Personal & Social

Big Ideas

- Science: Multicellular organisms have organ systems that enable them to survive and interact within their environment.
- Social Studies: Natural resources continue to shape the economy and identity of different regions of Canada.

Learning Standards

- Science: Demonstrate a sustained curiosity about a scientific topic or problem of personal interest.
- Science: Co-operatively design projects.
- Science: Communicate ideas, explanations, and processes in a variety of ways.
- Language Arts: Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding.
- Social Studies: Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Art: Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art.

Rationale

Students have just started learning about the different human body systems (circulatory, respiratory, digestive, nervous etc), and will be starting a Canadian map and provinces unit. They will research about a Canadian animal, including physical adaptation and appearance, and will then incorporate science facts into animal artwork to be presented in front of the class and placed on a Canadian map.

Lesson Plan #1

SUBJECT: Science & Language Arts & Social Studies

GRADE: 5

THEME: Canadian Animals

DATE: Friday, October 16, 2015

Lesson Hook: Show the class some pictures of Canadian animals and ask them if they can identify the animals.	10 min
Key Vocabulary: Canadian animals.	
Materials: Pictures of the Canadian animals, whiteboard marker, list of Canadian animals for students to sign up for, lined paper for students to brainstorm what they know/questions they have about the animals.	
Teacher, Student Activity/Response: After looking at the pictures of the animals, teacher candidates will brainstorm with the class on the whiteboard of what the animals have in common. The purpose is to illustrate that all the animals live in Canada. Once this has been established, we will explain the vision of how students will research on a specific animal that they will sign up for with their partner (partners will be determined by the class teacher) and inquire more information about these animals. We will spread out the pictures of Canadian animals around the room so partners can do a gallery walk and see which animals they would be interested in researching. There will be a list of animals that will be provided and students will be signing up with their names beside their chosen animal (1 animal per 2 students). To determine when students can sign up for their animal, we will go around the class and allow groups of 2 to pick out a number from a bag. Ex.) If a group of 2 pick out the number 1, they get to sign up first, if they pick out number 2, they go second and so forth. Furthermore, once students have signed up for a specific animal to inquire about, they will brainstorm on a piece of paper with their partner on information they already know about the animal and questions they wonder about.	30 min
Assessment Collect the brainstorming of the animals from the students to assess prior knowledge and gather questions on what they would like to learn more about.	
Plan for Early Finishers Begin writing down what they know about their animal, in preparation for next week's lesson. Adaptations or Modifications for Individual Students <ul style="list-style-type: none">- Autistic boys - they can work with their EA to focus on and complete the necessary parts in order to proceed.	

<ul style="list-style-type: none"> - ELL - pair with a stronger reader who speaks her language or someone she works well with. 	
<p>Lesson Closure</p> <p>To close the lesson, we will collect the brainstorming papers from the students and discuss what will happen the following Friday of how the 1st lesson transfers to the 2nd lesson. By looking over the students' brainstorming questions of their animals, we will develop and provide students with a template of questions they will need to answer about their Canadian animal. For example, "Describe your animal's habitat?" (ie. location, environmental surroundings, temperature etc.)</p>	5 min
<p>Reflections and Notes for next time</p> <ul style="list-style-type: none"> - Gallery walk could be done in a more circular rotation to limit chaos. - Assigning partners immediately worked well (grade 4). - Model choosing 3 top animals and how to negotiate that with a partner (for grade 4). - Record the animals on the board so that the whole class can see when their chosen animal has been taken. - Give the students their animal picture after they have been assigned an animal, so that they can study it and use that information to formulate ideas and questions. - Have a sample report for lesson #2 - Grade 4: Make the report as a template for them to fill out, very guided, perhaps with a criteria sheet. - Grade 4: focus on body parts and environmental adaptations for lesson #3. 	

List of Canadian animals that students can choose from:

- Arctic Fox
- Caribou
- Moose
- Beaver
- Pacific Loon
- Canadian goose
- Harp seal
- Wolf
- Bison
- Cougar
- Beluga whale
- Wolverine
- Monarch butterfly
- Atlantic puffin
- Grizzly bear
- Flying squirrel
- Raccoon

<p>Plan for Early Finishers: Early finishers can begin to brainstorm which body system they would like to incorporate in their Canadian animal artifact and create a draft of it.</p>	
<p>Lesson Closure At the end of the lesson we will then outline a brief overview of what they can expect to do for the next class, which is each of the students making an artifact of their Canadian animal but incorporating a body system of their choice (digestive, circulatory, nervous, and respiratory). For students who do not complete the answers to the research questions, we ask that they have it completed by November 20th, 2015.</p>	5 min
<p>Reflections and Notes for next time During this lesson we noticed that students were not as engaged as the previous lesson. We acknowledged that this particular lesson required students to do more “traditional” work by answering specific questions. However, the questions were developed based on some of the inquiry questions students had brainstormed during the first lesson. By taking examples of some of the students’ questions, we formulated questions that students were commonly curious about.</p> <p>Also after observing the class during the lesson, we realized that our original plan to get students to incorporate the body systems, such as respiratory, digestive, circulatory, and skeletal, during the third lesson of creating their animal artifact would take longer for the students to complete in the time period we had with the students. Therefore, we needed to generate another idea of how students could develop their artifact in a creative way.</p>	

Grade 5 Canadian Animal Research Questions

Names: _____ Animal: _____

1) Where is your animal's habitat in Canada? Describe the habitat/environment by listing at least 3 different descriptions, such as temperature, climate, the living space of the animal etc.

2) What different types of food does your animal eat and how does your animal get its food?

3) What are the names of your animal's different body parts that are unique from other animal's body parts? What are these specific body parts used for?

4) Describe the appearance of your animal (at least 3 points).

5) How does the animal protect itself or survive in the wild?

BONUS: List 3 interesting facts that have not been mentioned in the previous answers from the research questions.

Grade 4 Canadian Animal Research Questions

Names: _____ Animal: _____

1) What province(s) in Canada does your animal live in? _____

2) What kind of habitats/environments does your animal live in (example: marsh, Pacific Ocean, tundra, coastal temperate rainforest, urban cities. Be specific)?

3) What does your animal eat? _____

4) How does your animal get its food? _____

5) Does your animal have any specialized/unique body parts? Name and describe what they are used for.

6) Describe the appearance of your animal. Give 3 interesting points.

A. _____

B. _____

C. _____

7) How does the animal protect itself or survive in the wild? _____

BONUS: List 3 interesting facts that have not been mentioned in the previous answers from the research questions.

A. _____

B. _____

C. _____

Lesson Plan #3

SUBJECT: Science & Language Arts & Social Studies & Art

GRADE: 5

THEME: Canadian Animals

DATE: Friday, November 20, 2015

Lesson Hook: We will ask students if they can recall what they did the last time we were in their class. Once a student answers we will show the class a sample of an artifact that will be projected onto the screen of a Canadian animal (chipmunk) that illustrates the animal's unique features and its environment. We will then ask the students "why do you think we are showing you this illustration?". This will transition into explaining the instructions for creating their own artifact of their Canadian animal.

5 min

Key Vocabulary: Canadian animals, habitat, environment, appearance, diet.

Materials: 8.5"x11" white pieces of paper with simple outlines of Canadian animals, students will need pencils and pencil crayons/markers. Students may need access to books/laptops to look up pictures of their animal's food, habitat, or appearance.

Teacher, Student Activity/Response:

Students will be given instructions as to what they will need to include in their illustration/artifact of their Canadian animal. Once the instructions have been provided, the sample will be left on the projector screen for students to refer to and will be given a simple outline of their animal if they wish to use it. Using the outline provided, they are required to separate their animal into 4 sections and include different images in each section (as in, they will be drawing inside the outline, inside the animal itself). The 3 mandatory sections are: **food** (what they eat), **habitat** (where they live), and **appearance**. The 4th section can be images of their choice related to their animal based on their research from last time. Images should be labelled (if time allows) and a fancy title with their animal's name is required.

35 min

Instructions:

1. Make 4 different sections inside the outline of your animal. (The sections do not have to be all the same size)
2. Inside 3 of the 4 sections, you need to draw 2 or more drawings of your animal's **habitat**, 2 or more drawings of the **food** that they eat and 1 drawing that represents something about their **appearance**.
3. For the 4th section you need to choose another fact that you researched but show it as a drawing. For example, it could be one of your animal's unique body

<p>parts, how they protect themselves, or another interesting fact that you can show by drawing.</p> <p>4. When you are done drawing in ALL 4 sections, you need to make a title on top of the page, which would be the name of your Canadian animal.</p> <p>5. After drawing all of your pictures and putting a title on your artwork, you need to colour your art using pencil crayons.</p> <p>6. If you finish all of this, you may label your drawings.</p>	
<p>Assessment Did they complete their animal? Did they include the appropriate images?</p>	
<p>Plan for Early Finishers They can add more images, fill the white space completely, or add facts to their labels.</p> <p>Adaptations or Modifications for Individual Students None.</p>	
<p>Lesson Closure To close the lesson we will wrap up what the students have been working on and then inform them what they can expect for the next lesson. They will be presenting their artifacts in their partner/group. Each partner can explain 2 of their 4 sections (ie one explains food and habitat, the other explains body part and the extra section) of their Canadian animal.</p>	5 min
<p>Reflections and Notes for next time During this lesson, most students were quite engaged. However, what we needed to change for the second lesson was to write very simplified instructions on the whiteboard for students to follow. For the grade 5 class, the instructions were projected onto the projector screen and they were not as simplified. As a result, we quickly wrote very simplified instructions on the white board while students worked on their artifact. Instead of having the instructions projected onto the screen, we projected the example we had created of the “eastern chipmunk”, so students had a visual to refer back to, which was also done for the grade 4 class.</p>	

Lesson Plan #4

SUBJECT: Science & Language Arts & Social Studies & Art

GRADE: 5

THEME: Canadian Animals

DATE: Friday, December 4, 2015

<p>Lesson Hook: Students will be asked to recall what they worked on the last time the teacher candidates were in their class, which was creating their animal artifacts. They will then be asked to recall what the plan is for the last lesson, which is to complete a short (~1 min) presentation with their partner that involves sharing 4 different facts about their Canadian animal, along with sharing each of the artifacts that they created during the 3rd lesson and placing their artifacts with tape on a simple outline of Canada drawn on the whiteboard. Students will be given about 5 minutes to divide the presentation and practise rehearsing, if necessary.</p>	10 min
<p>Key Vocabulary: Canadian animals, habitat, environment, appearance, diet, rubric.</p>	
<p>Materials: white board and markers, students' completed animals, sticky tack.</p>	
<p>Teacher, Student Activity/Response: Teacher candidates will sketch a rough outline of Canada across both the whiteboards while the students prepare their presentations. Students will be presenting their artifacts in their partner/group. Each partner can explain 2 of their 4 sections (ie one explains food and habitat, the other explains appearance and the extra section) of their Canadian animal. The 4 different facts could be chosen from the information that they illustrated in their artifact or other facts they found from their research. The purpose is to share any 4 different facts with the class on what they feel is the most interesting or important. Afterwards, they will tape their animal on the whiteboard in a location suitable to the animal's natural environment. This will give the class a visual to help understand that these animals are located all across Canada. During the presentations, students will be assessing their peers on a rubric provided by the teacher candidates.</p>	30 min
<p>Assessment Peer rubric results, and quality of presentations, along with completed animal artifact. Was the information they provided accurate and logical? Did they place their animal in an appropriate location on the map?</p>	
<p>Plan for Early Finishers Not applicable since the class will be watching presentations all together. If presentations end early, then there are a few short videos we can show.</p>	

<p>Lesson Closure Fill in the provided “exit slip” feedback form to evaluate the lessons given by the teacher candidates.</p>	5 min
<p>Reflections and Notes for next time When reflecting on the lesson, our hook and providing the instructions took longer than expected, so we were able to prepare for this better for the grade 4 class and as a result there was enough time for the grade 4 class to present and make observations about the artifacts that were on the outline of the Canadian map. Since it took longer to begin the presentations for the grade 5 class, we were not able to get students to complete the feedback forms during our lesson period; however, we gave them to the classroom teacher so she could give the students time to complete it. The presentations also took longer because the class was quite chatty during the presentations, so there was a lot of waiting time for students to get settled before presenters were able to begin. Expectations during classroom presentations were discussed before the presentations, but students still needed a lot of reminding.</p> <p>For the grade 4 class, we made sure that we broke down the instructions in regards to what each partner should present, such as one person introduces the topic, presenters and explains one fact, while the other student presents 2 facts and it was all based on what they had included on their artifact.</p>	

Grade 5 Presentation Grading Rubric

Point scores: 2 - Great! 1.5 - Solid effort. 1 - Not quite there.

Animal	Name	Facts	Voice	Looks up	Animal Art	Total
Arctic Fox						
Caribou						
Beaver						
Canadian Goose						
Harp Seal						
Wolf						
Bison						
Cougar						
Beluga						
Wolverine						
Monarch Butterfly						
Atlantic Puffin						
Grizzly Bear						
Flying Squirrel						
Pacific Loon						


























Grade 4 Presentation Grading Rubric

Point scores: 2 - Great! 1 - Not quite there.

Animal	Name	Facts	Voice	Animal Art	Total
Arctic Fox					
Caribou					
Beaver					
Canadian Goose					
Harp Seal					
Wolf					
Bison					
Cougar					
Beluga					
Wolverine					
Monarch Butterfly					
Atlantic Puffin					
Grizzly Bear					
Flying Squirrel					
Pacific Loon					

Feedback Form


























Using the rating scale on the right, how would you rate each of the following:

Lesson 1: Choosing your Canadian Animal (you walked around class to observe different pictures).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Lesson 2: Researching your animal (you filled out a worksheet with facts about your animal).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Lesson 3: Drawing facts inside your animal (you represented food, habitat, appearance, & fun facts with pictures).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Lesson 4: Presenting your animal (you gave an oral presentation and added to the Canadian map of animals).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Your overall rating of the whole Canadian Animal unit.					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!

Are there any comments you would like to add? (Something you liked the best or something we could do better for next time):

Feedback Form

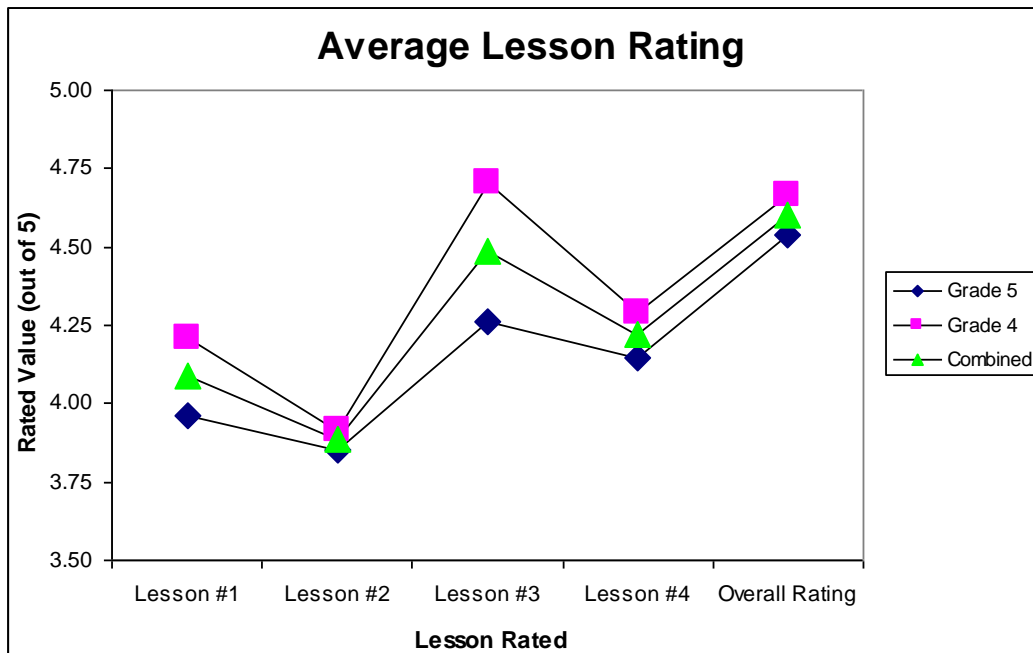
Using the rating scale on the right, how would you rate each of the following:

Lesson 1: Choosing your Canadian Animal (you walked around class to observe different pictures).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Lesson 2: Researching your animal (you filled out a worksheet with facts about your animal).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Lesson 3: Drawing facts inside your animal (you represented food, habitat, appearance, & fun facts with pictures).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Lesson 4: Presenting your animal (you gave an oral presentation and added to the Canadian map of animals).					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!
Your overall rating of the whole Canadian Animal unit.					
	TERRIBLE!	BAD	OKAY	GOOD	AWESOME!

Are there any comments you would like to add? (Something you liked the best or something we could do better for next time):

Feedback Form Results

The following are results from the feedback forms with both classes' results combined for the first graph and separated for the second graph. Overall, the majority of the students loved the unit while others were merely "okay" with it. Very few students disliked any of the lessons, though the most disliked lesson was Lesson #2, the researching lesson. It is the only lesson with less than an "Awesome" average value. The most popular lesson was by far Lesson #3 where they created their animal artifact. The grade 5 students were less satisfied than the grade 4 students and consistently gave lower ratings.



Resource Critique

Resources that were used during the four lessons were only used during the second lesson which involved students researching their Canadian animals by answering specific questions that were given in a handout. The three websites were provided to give students some guidance as to where they could find their information about their animal, but they were not limited to only using these specific websites. The website resources are the following:

Canadian Geographic (2015). *Animal facts*. Retrieved from Canadian Geographic Enterprises website <http://www.canadiangeographic.ca/kids/animal-facts/animals.asp>

Canadian Wildlife Federation (2015). *All about mammals*. Retrieved from http://cwf-fcf.org/en/discover-wildlife/flora-fauna/fauna/canadian_animals.html

Giannetta, J. (2011). *Canadian animals*. Retrieved from <http://www.aitc.sk.ca/saskschools/animals/>

The websites that we provided allowed students to quickly find information in relation to the specific animals they were researching because information on all the animals the students were researching could be found on at least one of the three websites. Furthermore, subheadings were listed within the resources, which made it easy to skim through the website to find information. All three websites provided easy access to information that was connected to the research questions students needed to answer. However, the language used within the websites contained some vocabulary that the students were not familiar with, which made it more difficult at times to find information in relation to topics such as habitat, appearance, body parts, and other interesting facts. The class was able to do this online research because they have a set of Chromebooks and Macbooks that are a shared resource.

Other resources that were used during the second lesson were library books students had taken out during their class library time. Students were told prior to the second lesson that they would be inquiring more about the Canadian animal they had chosen and had the option to bring books for this specific lesson to help them with their research. This gives them purpose in library time and allows them to read ahead if they so choose, which could have worked against us for students that were too knowledgeable and finished very early.

Project Expo Reflection

The grade 5 teacher found us at the Project Expo because she just had to show us this one student's work. She had to promise the dinosaur-loving student that she would give it right back because apparently he did not want to part with it for even a moment. It was a drawing of a dinosaur that was separated into different sections, just like we did for the Canadian animals, and inside each section were different facts about that species of dinosaur. The student had been creating these nonstop since we had left and this was at least the third one that the teacher knew of. It was incredible to see the impact we had on this one student who now could express his love of dinosaurs in a new way.