

Project Plan:

1. Description of the class:

- We had a grade class of 22 students, we had a mix of girls and boys and students who come from diverse cultural and socio-economic backgrounds.
- This class does not have any designated IEP's, however there are some behavioural issues with a few of the students. There is an EA who comes in and out to check on these students, and they have a slip on their desk which informs them of their tasks the student needs to complete to receive a check mark.
- The teacher has developed a Special Helper day for each student, this is when a particular student has the day of being the special helper. They may bring a special item to share with the class, they are in the front of the line for lineups and they helped with our lessons.
- This group of students are interested in learning and experiencing the real world.
- The students enjoy being outdoors and learning about the world around them.
- We have adapted our lessons to include movement breaks because the students need to move otherwise they do not learn.
- For our movement breaks we have used a website called "Gonoodle" which is where the teacher receives her movement break ideas. This application is fun and energetic because students score points depending on how many breaks they have.
- The class is engaged and require more movement breaks depending on the lesson.
- Students require a lot of instruction with the expectations around circle time, because they do call out quite a bit.

2. Rationale:

- Our theme for our lessons have been fall cycles.
- Students were asked to choose what they would like to learn about for their first lesson with us. We gave them the options of bullying, pumpkins and best friends. They chose pumpkins, which is not surprising due to the fact that it was around Halloween.
- This is giving the students a choice in their own learning and making them feel important in that they got to decide as a class.
- Fall cycles is thematic to the season and students were already discussing pumpkins with their teacher.
- We decided to do fall cycles because it got students thinking about their own environment and what they do affects the animals and plants around us.

3. 6-8 Lessons

- We did a total of 8 lessons, 2 lessons per Friday:
 1. Pumpkin Exploration/Investigation

2. Plants and Animals Exploration outside of the classroom
3. Salmon Investigation
4. Rain and Pollution

a. Objectives

Our intention was for the students to become more familiar with lifecycles, fall and develop the skills of asking questions, gather information and communicate ideas.

LESSON PLAN 1 & 2	
SUBJECT: Social Studies	GRADE: 1
THEME: Fall - Pumpkins	
Rationale: (Why this lesson at this time) Thematic to the season.	
Curriculum Competencies/ Big Ideas Use social studies inquiry processes and skills to ask questions, gather, interpret and analyze ideas and communicate findings and decisions	
Learning Intention I can predict and investigate different components about pumpkins including weight, diameter, seed quantity and density.	
Learning Standards in Student Language I can..... I can guess and explore different things about pumpkins.	
Enacted Learning (relevance, real experience) We tested out the buoyancy of the pumpkin and other objects to weigh and measure different aspects of the pumpkin.	
Assessment (evidence of learning) Group assessment of KWL and an exit slip with the learning intention and self assessment with emoticons.	

<p>Lesson Hook: Pumpkin Song - https://www.youtube.com/watch?v=cvC-vqNnwqY</p>	<p>Time 2:09</p>
<p>Teacher, Student Activity/Response Teachers will split the class in two groups to lead the students in exploring different questions about the pumpkin. Teacher will also document students' predictions. (45 mins) After lunch the teachers will also read "Pumpkin Pumpkin" by Jeanne Titherington. (8-10 mins) Students will participate in giving their assumptions about weight, diameter, seed quantity and floatation. Students will also colour in an exit slip with emoticons that ask them if they have achieved the "I can" statement. (30 mins)</p>	<p>Time Aprox. 80 mins</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Pumpkin colouring sheets (two different types) Please see below.</p>	
<p>Lesson Closure Pumpkin Song</p>	<p>Time 2:09</p>
<p>Transition: There will be brain breaks whenever the teachers see that the students are losing concentration. These brain breaks will be actively movement based.</p>	<p>Time 2 min</p>
<p>Reflection and Notes for next time</p> <ul style="list-style-type: none"> - Story book was too easy - USE 1lb comparison weight - Technology was being difficult. Need to have more backups. - Circle time needs to be more organized. - Brain break worked well but only needed 1 because it was activity based - Their questions, interest and engagement was great - Very active - Split switch come together. 	

<ul style="list-style-type: none"> - Keep guided reading schedule - The outside time was great and the students loved it - Didn't understand why they were asked to predict - Our timing was really great 	
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LESSON PLAN 3 & 4

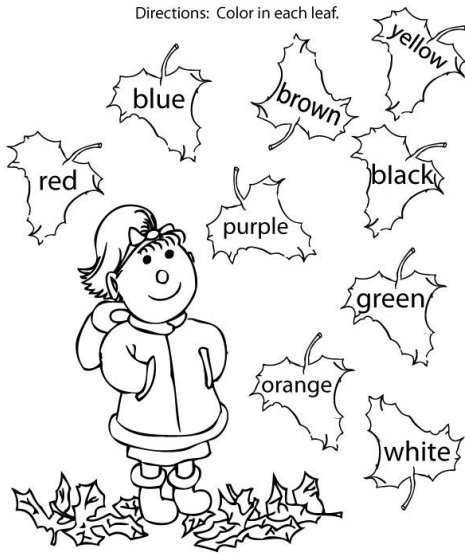
SUBJECT: Social Studies	GRADE: 1	
THEME: Fall - plants and animals		
Rationale: (Why this lesson at this time) Thematic to the season.		
Curriculum Competencies/ Big Ideas Use social studies inquiry processes and skills to ask questions, gather, interpret and analyze ideas and communicate findings and decisions		
Learning Intention I can explore many features about the plants of the season and the animals that habitat my local environment.		
Learning Standards in Student Language I can..... I can explore and ask questions about my environment and about fall.		
Enacted Learning (relevance, real experience) We will be bringing our class outside and ask them to think about their environment including the season, the animals and plants. It will be placed based learning and inquiry driven.		
Assessment (evidence of learning) KWL Chart We will split the class into two groups. One group will be asked questions about animals and the other about plants. We will have a class discussion about what we learned from being outside.		

<p>Lesson Hook: Outside time</p> <p>“Fall Leaves Fall” By Zoe Hall</p>	<p>Time 20 mins 10 mins</p>
<p>Teacher, Student Activity/Response PART I Getting students ready to go outside</p> <p>Students will be split into 2 groups: One group will discuss what animals are doing during fall: “Why do squirrels collect nuts?” , “Why do birds fly south?” , “What will bears do in the fall and winter?” , etc.</p> <p>The second group will be discussing plants and we will have the students collect two leaves for art project in second half: “Why do some trees lose their leaves?” , “Why do some trees keep their leaves?” , “What type of weather do we have in fall?” , etc. Students find two fallen leaves.</p> <p>Students will come inside and get ready to sit on the carpet</p> <p>Whole class discussion on what we learned about fall while we were outside. (Assessment)</p> <p>Part II In order to keep somewhat with class schedule, students will be read a story on the carpet. The book is <i>Fall Leaves Fall</i> by Zoe Hall.</p> <p>Students will make a mosaic of a tree. The tree will be printed on a piece of white paper. Students will first colour in the trunk and branches then students will paste pieces of the leaves that they collected earlier onto the branches to create a multicultural fall tree.</p> <p>Clean up and getting ready for the weekend.</p>	<p>5 mins</p> <p>20 mins</p> <p>5 mins</p> <p>10 mins</p> <p>10 mins</p> <p>25 mins</p> <p>5 mins</p>

<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</p> <p>Part I is a group activity, therefore there will not be any early finishers.</p> <p>Part II centers</p>	
<p>Lesson Closure</p> <p>Art Project</p> <p>Tree Mosaic - students will use real leaves and paste them onto the piece of paper with the tree outline</p>	<p>Time</p> <p>25 mins</p>
<p>Reflection and Notes for next time</p> <ul style="list-style-type: none"> - going outside made a huge difference to the students learning, they were able to experience fall because the leaves were falling - they were engaged with the game - everyone had to participate with the questions about their specific leaf - starting with the VIP is important - When i told students to go and get their leaves, I should have said the ones in a specific area because some students did go to the playground - I forgot to ask them "what they learned" (assessment) - art was easy for them to follow <p>Notes for Next time:</p> <ul style="list-style-type: none"> - make connection to fall with the salmon - guided drawing as activity 	

Name: _____ Date: _____

Directions: Color in each leaf.



LESSON PLAN 5 & 6		
SUBJECT: Social Studies	GRADE: 1	
THEME: Fall - Salmon		
Rationale: (Why this lesson at this time) Thematic to the season.		
Curriculum Competencies/ Big Ideas Use social studies inquiry processes and skills to ask questions, gather, interpret and analyze ideas and communicate findings and decisions		
Learning Intention I can work with my classmates to hypothesis, ask questions and discover different phases of a salmon's life cycle.		
Learning Standards in Student Language I can..... I can ask questions and discover the different phases of salmon's life cycle.		

<p>Enacted Learning (relevance, real experience) We will incorporate physical objects to show each stage of the life cycle. We will also be relating this to our previous lesson of “Fall.”</p>	
<p>Assessment (evidence of learning) We will ask students to produce an art piece which incorporates the life cycle. This will be used to see if students understand the life cycle and the stages.</p>	
<p>Lesson Hook: Book - “Salmon Forest” by David Suzuki and Sarah Ellis, OR “A Salmon for Simon” by Betty Waterton</p>	<p>Time 10 mins</p>
<p>Teacher, Student Activity/Response</p> <p>Part I:</p> <p>We will lead the students in asking questions about a salmon’s life cycle like “Why might they swim up river?”, “What might happen next?”, “How many eggs do you think each female salmon lays?”, “What happens to the female after she lays her eggs?”, “How many species of salmon live in BC?”, etc. We will ask the class VIP (the daily class leader) to remove a sticky from a poster board to uncover the facts about that stage. We will describe and act out each phase of a salmon’s life cycle. Students will pass around the props of each of the phases.</p> <p>Part II:</p> <p>Art Project:</p> <p>Students will receive an image of a salmon and six fish scales. The students will colour the salmon first. They will cut out the salmon and the scales. The students will then write each phase of the salmon life cycle on the scale. Then the students will glue the fish scales in order on the salmon’s body.</p>	<p>40 mins</p> <p>25 mins</p>

<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Colour by numbers Chum Salmon</p>	
<p>Lesson Closure Art Project of the life cycle</p>	<p>25 mins</p>
<p>Reflection/Next-Time</p> <ul style="list-style-type: none"> • this lesson was information focused and having students understand the life cycle • we had students sitting in a circle which made them see the different stages of the salmon clearly • students are engaged during circle time because we sent around the stages of the life cycle • students asked questions, but were not allowed to call out, we had clear expectations about hands going up • We include the VIP in our lessons • the art project would have looked better if students could have done more, but in the interest of time we did most of the prep 	

Art Project:



LESSON PLAN 7 & 8		
SUBJECT: Social Studies	GRADE: 1	
THEME: Fall - Rain and Pollution		
<p>Rationale: (Why this lesson at this time)</p> <p>Thematic to the season and questions that arose last week about salmon habitat, rain water and pollution. This also connects to cycles, which has been a theme in the other lessons.</p>		
<p>Curriculum Competencies/ Big Ideas</p> <p>Use social studies inquiry processes and skills to ask questions, gather, interpret and analyze ideas and communicate findings and decisions.</p>		
<p>Learning Intention</p> <p>I can ask inquire, explore and learn about rain, drainage systems and pollution and how it may affect salmon.</p>		
<p>Learning Standards in Student Language</p> <p>I can.....</p> <p>I can ask questions and explore about rain and pollution.</p>		
<p>Enacted Learning (relevance, real experience)</p> <p>We will also be relating this to our previous lessons of fall and salmon. We will have experiments that students will be doing in the split groups. Rain Cycle related to salmon life cycle.</p>		
<p>Assessment (evidence of learning)</p> <ul style="list-style-type: none"> -Discussion on how rain is formed in the clouds, following the rain cycle -Discussion on pollution, being responsible students in our environment 		
<p>Lesson Hook:</p> <p>Science Experiment:</p>		

<ul style="list-style-type: none"> - Showing rain through the clouds - the effects of pollution on rivers, streams, lakes and oceans 	
<p>Teacher, Student Activity/Response</p> <p>Part I: Rain and Pollution The class will be split into two groups, one groups will inquire and learn about rain, while the other will learn about pollution in rain water.</p> <p>Group 1: Rain</p> <ul style="list-style-type: none"> - how is rain formed? - what happens to the rain? - Rain Cycle - demonstration of clouds and rain <p>Group 2: Pollution</p> <ul style="list-style-type: none"> - the effects that pollution has on our rivers, lakes, and streams - the effects on animals found in these areas (salmon). - demonstration of pollution and rain water <p>Story Time</p> <p>Art Project:</p> <ul style="list-style-type: none"> - Students will use eye droppers to drop watered down watercolours down their page, they will then they will glue on the umbrellas that have been pre cut. (See two images below) 	<p>20 mins</p> <p>20 mins</p> <p>10 mins</p> <p>20 mins</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</p> <p>Water cycle colouring page (see below)</p>	
<p>Lesson Closure</p> <p>We will have each student write one thing that they learned about Fall over our 8 lessons on a raindrop. We will attach this to a cloud. (see example below)</p>	<p>Time 5 mins</p>
<p>Reflection/Next-Time</p> <ul style="list-style-type: none"> • Splitting the class into two groups is beneficial to the students learning and our teaching 	

- The Rain Cycle Experiment worked perfectly for the first group, but the “cloud” which was made out of shaving cream got finished for the second group
- Allowing students to squirt shaving cream on the water was fine, but we need to be clear on how much they should put, or we should bring more
- having more supplies would be a lot better so that the experiment would be the same for both groups
- Pollution, we need to give students particular ideas on what they should do. Clear guidelines are beneficial to them
- By showing students how rain is formed and what happens when pollution and rain mix, was a great because they can clearly see it. Tangible for them to see and understand



Students will write what they learned on the rain drops.



Pollution experiment



These are examples of what the art project will be similar to.



Activity for early finishers.

Resource Critique

- I. GoNoodle - We were told about this resource by the primary teacher of the classroom. They use this resource for brain breaks and to learn about other topics. This is a great resource because it explains topics like the Water Cycle, in a fun and active way. Students get points based on whether they complete the song. This is available to anyone as long as you create an account with them.
- II. "Pumpkin Pumpkin" by Jeanne Titherington - The picture book had few pictures on each page but had very nice pictures. Students complained that the book was too simple but still engaged with the story. The book was easily accessible in UBC library and the public library.
- III. Pinterest - We referenced pinterest for art and interactive activities regularly. There were many ideas, but occasionally required that one purchases the activity to get the instructions. Furthermore, they often required adjustments to make them applicable or more interesting for our lessons. It is a great source of inspiration but not without alterations.
- IV. <https://www.nps.gov/olym/learn/nature/the-salmon-life-cycle.htm>
This website was used to receive information on the salmon life cycle. It is an american website, therefore it is important to be critical and to be sure that the information is correct to the Canadian and BC circumstance. It uses some scientific terms, which were relied to students with success. It also has concise descriptions of the salmon life phases, therefore it is a good "quick reference" tool.