

Project Plan:

Title: Play-based learning

Description of the class:

Within these few weeks, we got to know a grade one class that has a fairly equal divide between girls and boys. There is one child that has an EA. Academically, they were on par but a few students needed adaptation to help them complete written work.

Rationale:

We wanted to make learning fun and develop students interests. We've based our lessons on their interests. Therefore, our activities were created based on their preferences to help aid our lesson topics.

Developed Lesson Plans: *attached to next page of this document, what we would redo/correct has been changed in red

Resources critique:

Lesson 1 & 2: Title: *Pumpkins* by Ken Robbins

Critique: Pumpkins was a book that was visually aesthetic and included easy to read sentences that students were able to understand. It described characteristics of pumpkins that excited the students.

Availability: Able to get this from the UBC Education library

Cautions and Strengths: Some of the parts of the book were a bit dull for the children (may have been more exciting if the pictures were more colourful), but it compensated for this by providing a lot of interesting facts that got the kids excited (like showing pictures of giant pumpkins).

Lesson 3 & 4: Title: *Halloween* powerpoint

Critique: Too much writing for young students on the slides. There were fun facts students were excited but visual stimulations were necessary.

Availability: Designed on free websites online regarding kid friendly halloween facts

Cautions and Strengths: While it taught them facts that they were generally excited about when it came to Halloween, they did not have the reading ability follow along with the power point and it bored them.

Lesson 5 & 6: Title: *Good morning, Canada!* By Andrea Beck

Critique: Students needed to prompt to be excited about this book. It did include the necessary components about Canada, but could have been better in terms of describing these components and developing students connections to Canada explicitly.

Availability: We were actually gifted this book for the author fest facilitated by UBC. However, this book is also available at the UBC Education library

Cautions and Strengths: Was a little too abstract for kids this young when it comes to

teaching them about Canada as a whole. However, it gave opportunity for the teacher to prompt questions and conversations with the students.

Lesson 7 & 8: Title: *The Family Book* by Todd Paar

Critique: This was perfect, as students were able to relate to the contents of the book and were fully engaged in it.

Availability: Able to get this from the Surrey Public Library. Not available at the UBC Education library, however.

LESSON PLAN #1 and #2	
SCHOOL: Cougar Canyon	
INSTRUCTOR: Alyssa & Heather	
SUBJECT: Social Studies	GRADE: 1
THEME: Pumpkins	
Rationale: (Why this lesson at this time) Expanding on teacher's existing pumpkin and fall lessons prior to and during this time period.	
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: To expand their vocabulary, to learn how to describe items in multiple ways, to learn how to view something like a pumpkin in different perspectives, to broaden imagination (about pumpkins)	
Learning Standards in Student Language I can..... I can talk about different words about a pumpkin. I can use those words to colour patterns onto a pumpkin.	

<p>Enacted Learning (relevance, real experience): Read a book about pumpkins, bring in and let kids eat roasted pumpkin seeds, and make a mind map together using different descriptive words for pumpkins. Second lesson will require them to apply these words onto a pumpkin worksheet where they will make a mosaic patterned pumpkin.</p>	
<p>Assessment (evidence of learning): In order for kids to be able to help us make the mind map, they must retain words from the book. We plan on doing a mind map BEFORE reading the book, and then adding to it AFTER to see what words they remember from the book – coding the old and new words in different colours. The pumpkin worksheet will also be a tool of assessment, as it will demonstrate if they can apply meaning to the descriptive words through appropriate use of patterns and use of colour.</p>	
<p>Lesson Hook: Using a pumpkin as a prop and asking them to openly discuss what they know about pumpkins</p>	<p>Time 10 min</p>
<p>Teacher, Student Activity/Response: Begin with discussion of pumpkins and pass out pumpkin seeds. Then we will turn that discussion into a mind map. Transition to the book and tell them to notice words we haven't used for the mind mapping. After the story is finished, asked them what words we don't have on our mind map. Brain breaks (about 3) will be included, specifically guided dancing videos or songs teachers know like "head and shoulders"</p>	<p>Time 30 min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students: Doing the activity together as a class – they will have a pumpkin being passed around as well as pumpkin seeds to keep kids occupied if their minds begin to wonder Pumpkin will be passed around before we read the book along with pumpkin seeds, other wise distractions will occur.</p>	

<p>Lesson Closure: Mind mapping – pointing out to them the new words they learned because of the book Preview what we will be doing after lunch (pumpkin mosaic) to get the kids excited and understand why we are teaching them these words</p>	<p>Time 15 min</p>
<p>Transition: Following this lesson is lunch hour – to ensure no chaos when the bell rings we will select 5 students at a time to proceed to their desks</p>	<p>Time 5 min</p>
<p>Lesson #2: Students will review the descriptive words as a class. The teacher will write these words on the board. Example of completed worksheet (done by the teacher) will be shown to the class where they will use the descriptive words to describe the patterns of the teacher’s coloured pumpkin. Blank worksheets will be passed out and the kids will pattern and colour their own pumpkin in their own unique way. Kids who are finished early can colour the extra blank pumpkin worksheets in any way they want. Lesson closure will involve presenting their pumpkins to the class (teacher will do this) and use the descriptive words to describe their pumpkins. Clean up desks and surrounding areas while Mrs. Segers transitions into her planned activity.</p>	<p>Time 30 min</p> <p>10 min</p> <p>5 min</p>

LESSON PLAN Part A: #3 and #4	
SCHOOL: Cougar Canyon	
INSTRUCTOR: Alyssa & Heather	
SUBJECT: Social Studies	GRADE: 1
THEME: Halloween	
Rationale: (Why this lesson at this time) We plan on doing this activity before Halloween and a week later we will discuss Day of the Dead. We will compare them both. It falls smoothly on the natural calendar of events.	
Curriculum Competencies/ Big Ideas: Use Social Studies inquiry processes and skills to ask questions: gather, interpret, and analyze ideas; and communicate findings and decisions Sequence objects, images, or events and distinguish between what has changed and what has stayed the same (continuity and change) Explore different perspectives on people, places, issues, or events in their lives (perspective)	
Learning Intention: To expand their vocabulary and their knowledge of Halloween, to get them to decipher between Halloween related words and non-Halloween related words, to begin to understand other cultures way of celebrating Halloween.	
Learning Standards in Student Language I can..... I can talk about the differences between Halloween and the Day of the Dead. <ul style="list-style-type: none"> • I can understand the different facts related to Halloween. • I can remember the different Halloween words. • I can write words about Halloween. • I can draw Halloween symbols in the order of the steps. 	
Enacted Learning (relevance, real experience): Students will be gathering the knowledge they have learned from the PowerPoint presentation on the origins of Halloween. Then, they will form stations to practice drawing Halloween symbols and related vocabulary. After lunch, students will collect clipboards and act as investigators to find the hidden Halloween-related vocabulary around the classroom. Non-related Halloween words will be hidden around the classroom as well, to act as an assessment of their Halloween vocabulary.	
Assessment (evidence of learning): We will assess if they can decipher between Halloween and non-related Halloween words. At the end of the lesson 2 we will have the students think, pair and share with the student next to them about what they have learned about Halloween.	

Over the last two lessons, we will ask the students what they have learned about Halloween.

5 min

Thank the kids and wish them a Happy Halloween and hand it over to Mrs. Segers.

LESSON PLAN Part A: #5 and #6		
SCHOOL: Cougar Canyon		
INSTRUCTOR: Alyssa & Heather		
SUBJECT: Social Studies	GRADE: 1	
THEME: Canada		
Rationale: (Why this lesson at this time) We believe it will be a good transition into our last unit discussing families and it is a relatable topic for all the students		
Curriculum Competencies/ Big Ideas: We shape the local environment, and the local environment shapes who we are and how we live. Explain the significance of personal or local events, objects, people, or places.		
Learning Intention: To recognize different flags of Canada, different Canadian symbols, and what makes B.C. unique from other provinces (environmentally speaking).		
Learning Standards in Student Language I can..... I can tell the difference between the Canadian flag and provincial flags. I can describe Canada and how B.C. is different than the rest of Canada. I can talk about Canadian symbols.		

<p>Enacted Learning (relevance, real experience): The kids will be going outside for a scavenger hunt for B.C. and Canadian symbols. This will help them relate themselves to their Canadian communities. The I Spy flag activity helps them distinguish different Canadian flags from other countries.</p>	
<p>Assessment (evidence of learning): Students will be allotted enough time to show their peers and their teachers their favourite Canadian symbol they found on their scavenger hunts and what they learned about Canada today. They will also be encouraged to write out a sentence using the symbols on the scavenger hunt list.</p>	
<p>Lesson Hook: We will read them a book about Canada, and ask them questions about what they know about Canada already.</p>	<p>Time 10 min</p>
<p>Teacher, Student Activity/Response: We will begin by reading them a book about Canada. Then we will show them the Canadian flag and ask them to make their own Canadian flag with paint. Afterwards there is an I Spy flag activity where they are introduced to the different provincial flags and are required to record how many of each flag they can find.</p>	<p>Time 25 min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students: We have extra colouring sheets using Canadian symbols such as the moose, beaver, and the Canadian flag.</p>	
<p>Lesson Closure: Review the I Spy sheets to see how many of each flag they found and which ones they liked the best and why. No time for this after all was said and done. Instead, lesson closure would be to let them know that after lunch we will be doing a scavenger hunt for Canadian symbols including the BC flag and the Canada flag.</p>	<p>Time 5 min</p>

<p>Transition: Following this lesson is lunch hour – they will already be at their desks for the I Spy activity. We will ensure all kids have washed hands from painting and all worksheets are collected and desks are clean.</p>	<p>Time 5 min</p>
<p>Lesson #2: We will show them the video of Canada, and let them that we are going outside for a scavenger hunt! Put the video at the end, as a calm down period after being so wound up with the scavenger hunt Kids will form teams of 2 -3 (we will form this for them using Mrs. Segers sticks of destiny) to find and collect the required symbols. The scavenger hunt will have about 10 symbols hidden around the playground that they can collect and bring back to the classroom with them. They will also have checklist to ensure they know what to look for. Afterwards, the kids will share with their peers and teachers their favourite thing they found and why. Grocery Bags or paper bags need to be included to in this activity to give the kids a proper way to hold all of their found symbols Early finishers during the scavenger hunt, will be encouraged to help their peers. Other alternative is to head back to the classroom with Ms. Baker or Ms. Kharod to clean up and work on extra colouring sheets. The kids will share with their peers what symbol they liked the most or alternatively what symbol they haven't been introduced to before and what they learned about Canada. Collect scavenger hunt sheets and let them keep their favourite symbol to take home and show their parents.</p>	<p>Time 25 min</p> <p>15 min</p>

LESSON PLAN: 7 & 8		
SCHOOL: Cougar Canyon		
INSTRUCTOR: Alyssa & Heather		
SUBJECT: Social Studies	GRADE: 1	
Rationale: (Why this lesson at this time) It seems like a good transition from Canada – where do we all come from? Our diversity and our differing families is part of Canada’s identity.		
Curriculum Competencies/ Big Ideas: Healthy communities recognize and respect the diversity of individuals and care for the local environment Explore different perspectives on people, places, issues, or events in their lives		
Learning Intention: To learn about the different types of families that can exist. To learn that there is “normal” family and that not every family is constructed in the same way.		
Learning Standards in Student Language I can..... I can understand that all families look different and these differences make Canada special		
Enacted Learning (relevance, real experience) Kids will be making their own poems about their own family, so their ability to do this is relevant to their understanding of why their family is unique from their peers.		

<p>Assessment (evidence of learning) The kids will have to draw a picture their family AND their friends family – displaying the differences visually between the two. After lunch the kids will write their own poem describing their family and how it’s structured.</p>	
<p>Lesson Hook: We will be reading a book about the diversity of families and both Ms. Kharod and Ms. Baker will be bringing pictures of their own families and discussing the comparison of their own families. This may have been more effective if we had done drawings of our pictures rather than brought in pictures to compare</p>	<p>Time 10 min</p>
<p>Teacher, Student Activity/Response After the book and the comparison of the teacher’s families, the kids will be given two worksheets to draw their own family portrait and a friends family portrait. This wasn’t as clear as we had hoped. A model version of Ms. Kharod and Ms. Baker’s family comparison should have been provided to help make this more clear for the students</p>	<p>Time 15 min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Write a few sentences about their families using the sight words Mrs. Segers has been going over with them in class. Early finishers were also given coloured popsicle sticks to make a frame out of for their portraits to take home</p>	
<p>Lesson Closure As a class we will discuss what each student noticed was the same and what was different between their family and their partners family</p>	<p>Time 10 min</p>
<p>Transition: Following the lesson is recess – we will make sure the kids have washed their hands and cleaned up their desks to prepare for recess and snacks.</p>	<p>Time 5 min</p>

<p>Lesson #2: We will find a song or a video regarding families and the diversity of families.</p> <p>Between all the other activities there wasn't enough time allotted for this, and this could be dismissed in the future</p> <p>We will read them a poem about families and ask them to make their own poem about their own family and draw a picture with it. We will go over as a class different describing words for families and write it on the board so that they can refer to it as needed.</p> <p>Early finishers can team up together and read their poems out loud and discuss their families together. They can also discuss why they wrote about the qualities they did in their made up poem.</p> <p>Early finishers were instead given a new craft to work. The craft included a silhouette of a house and coloured boxes to indicate who lives at home with them (grandma, grandpa, brother, sister, mom, dad, step-mom, step-dad, pet, cousins, aunt/uncle)</p> <p>As a class, if time allows it, each student (if they want to) can read their poems out loud to the class.</p>	<p>5 min 25 min 10 min</p>
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