# SSINQ Project Plan

## Class Description

For the completion of our project, we worked with a Grade 3 class, comprised of twenty-one students. Of these students, thirteen were boys and eight were girls. Sixteen of the students were of East Indian descent, two students of Asian descent, one of South American descent, and two children were Caucasian. None of the students in the class were English Language Learners, nor did anyone require unique adaptations of the material. While one student in particular appeared to struggle both academically and socially in comparison with his peers, there were no ministry designations amongst the class that we were made aware of. During our time in the classroom, one student had both feet in walking casts as he was recovering from surgery to correct bone structure in his feet that had caused defects in the way he walked. The student easily shared his surgery experience and it was delightful to observe his peers talking about it to us as well, as they were clearly excited on his behalf.

Our class, for the most part, was filled with enthusiastic and exuberant learners who engaged themselves fully in lessons. As a result, class management was fairly easy, save several talkative boys who needed reminders to quiet down during instruction.

In terms of the physicality of the class, students were arranged in three groups of five desks, and one of six. Additionally, there was a carpeted area at the back of the classroom for the students to sit, with a handcrafted stool for the teacher to sit on, made from the stump of a tree. Two smaller stools of the same sort were placed at a table surrounded by small wonders of nature, such as a bird's nest and some seashells. This area of the classroom appeared to be set up to spark curiosity in the students. The classroom also had a new projector that we were able to use to show students videos and pictures of the wildlife and environments they would be encountering on their field trip to the Reifel Bird Sanctuary.

## Rationale

While brainstorming with the class' teacher, it became known to us that the class was to be going on a field trip to the George C. Reifel Bird Sanctuary shortly after we were to say our goodbyes. Hearing that none of the students had previously visited the Reifel Bird Sanctuary, we thought it fitting to create a project plan that would highlight the wildlife and environments that they would be encountering while there. In doing so, we hoped for the students to gain knowledge and insight into the importance of preserving wildlife through consideration of the term "sanctuary". Similarly, this project plan gave students the opportunity to enact on their comprehension of the four distinct environmental areas of the Reifel Bird Sanctuary and the specific birds that call these spaces home. This was encouraged by allowing the students to creatively interpret these areas through the natural environment of their own schoolyard by using found materials to make representative murals. While creating their murals, students were introduced to the terms "collaboration" and "compromise", and were able to assess the successes and challenges they experienced while working alongside their peers.

**LESSON PLAN #1: Friday October 13, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea)<br>Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To invoke curiosity about the birds and wildlife that the students will see at the Reifel Bird Sanctuary. | |
| **Learning Standards in Student Language**<br>I can ask questions about birds and wildlife. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |
| **Assessment**<br>Collect the questions/facts students have written down to determine prior knowledge and current interests. | |
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| **Materials**<br>YouTube video of the George C. Reifel Bird Sanctuary, laptop or iPad, overhead projector, and sticky notes. | |
| **Lesson Hook**<br>We will begin by showing the class a YouTube video of the George C. Reifel Migratory Bird Sanctuary. | 5 min |
| **Teacher, Student Activity/Response**<br>We will ask the students to write down a "burning question" they have about the Reifel Bird Sanctuary, or birds in general, on a sticky note. Students will then place their sticky note on the board at the front of the class. We will explain to the students that these questions will be addressed throughout our next few weeks together. | 10 min |
| **Plan for Early Finishers/Adaptations or Modifications for Individual Students**<br>If students finish writing their questions early, we will ask them to write down what they already know about birds on another sticky note. | |
| **Lesson Closure**<br>At the end of the lesson we will give the students a brief overview of what we will be doing in the next lesson (learning about various species of birds they will see at the Reifel Bird Sanctuary). | 5 min |

**LESSON PLAN #2: Friday October 13, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea) | |

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| Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To teach students about various species of birds they will see at the Reifel Bird Sanctuary. | |
| **Learning Standards in Student Language**<br>I can tell my classmates facts about different types of birds. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |
| **Assessment**<br>The ability to present bird species' facts to the class. | |
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| **Materials**<br>Whiteboard markers, 21 "bird fact" cards, 10 photos of bird species, overhead projector, and mural paper. | |
| **Lesson Hook**<br>We will begin by brainstorming with the students about different species of birds and their characteristics. | 5 min |
| **Teacher, Student Activity/Response**<br>We will hand out one "bird fact" card to each student. Each "bird fact" card will have a photo of one species of bird, along with a few facts about it. There will be 10 different types of cards. With 21 students in the classroom, this means that students will be partnered up in groups of two (and one group of three). One at a time we will show the photo of each bird species on the overhead projector. We will ask students to stand up and come to the front of the class when their "bird fact" card matches the photo we show and ask them to tell the class one fact about that bird species. We will put the photo up on the whiteboard and write the fact beside it when the students read their fact to the class. The students will be called "bird experts" and we will have a foam microphone to "interview" the students with. We will facilitate a brain break half way through the activity. We will call out an animal and students are to act out the corresponding animal action/sound. | 30 min |
| **Plan for Early Finishers/ Adaptations or Modifications for Individual Students**<br>If students have trouble reading their "bird fact" cards out loud they can "ask an expert" or "phone a friend." | |
| **Lesson Closure**<br>Give the students a brief overview about next week's lesson and how they will be learning about *where* the birds live (i.e. the sanctuary). We will then show the students the blank mural paper that they will be creating a sanctuary on (with drawings of birds, wetlands, marshes, etc.) during the next few lessons. | 5 min |

**LESSON PLAN #3: Friday October 27, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea)<br>Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To invoke curiosity about the estuary that the students will see at the Reifel Bird Sanctuary. | |
| **Learning Standards in Student Language**<br>I can demonstrate curiosity about the estuary. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |
| **Assessment**<br>Students will use critical thinking to brainstorm materials they can use to create their classroom's estuary mural. | |
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| **Materials**<br>Mural paper, slideshow of pictures, overhead projector, and whiteboard markers. | |
| **Lesson Hook**<br>Re-introduce the students to the mural project. | 5 min |
| **Teacher, Student Activity/Response**<br>We will show the students a slideshow of pictures of wetlands, marshes, and dykes and explain to them the importance of the sanctuary for wildlife. We will ask the students to brainstorm in their groups the different materials they can collect outside to construct the estuary mural. We will then ask the students to share their ideas with us and we will write them on the whiteboard. | 15 min |
| **Plan for Early Finishers/Adaptations or Modifications for Individual Students**<br>N/A. | |
| **Lesson Closure**<br>At the end of the lesson we will give the students a brief overview of what we will be doing in the next lesson (going outside to collect materials to use for the mural). | 5 min |

**LESSON PLAN #4: Friday October 27, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea)<br>Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and | |

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| analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To invoke curiosity about the estuary that the students will see at the Reifel Bird Sanctuary. | |
| **Learning Standards in Student Language**<br>I can demonstrate curiosity about the estuary. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |
| **Assessment**<br>Students will collaborate with their group members to find appropriate materials for the classroom's estuary mural. | |
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| **Materials**<br>"Bird Expert" chart, and plastic bags. | |
| **Lesson Hook**<br>Ask the students what they have learned about the estuary and write these points down on the "Bird Expert" chart. | 5 min |
| **Teacher, Student Activity/Response**<br>We will then give each group a plastic bag to take outside with them to collect materials. We will take the students outside to collect material. After 20 minutes, the students will come back in and "show and tell" the materials they found and describe what part of the estuary these materials will be used for. | 30 min |
| **Plan for Early Finishers/Adaptations or Modifications for Individual Students**<br>N/A. | |
| **Lesson Closure**<br>At the end of the lesson we will give the students a brief overview of what we will be doing in the next lesson (starting the mural). | 5 min |

**LESSON PLAN #5: Friday November 3, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea)<br>Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To invoke curiosity about the birds and wildlife that the students will see at the Reifel Bird Sanctuary. | |

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| **Learning Standards in Student Language**<br>I can work in a respectful manner with my group members to create part of a mural. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |
| **Assessment**<br>Students can collaborate with their group members, take turns, and respect and encourage the ideas of others. | |
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| **Materials**<br>Mural paper, coloured construction paper, collected materials from previous lesson, additional materials from art room (pipe cleaners, tissue paper, etc.), scissors, and glue sticks. | |
| **Lesson Hook**<br>Get the students to go back to their groups and review pictures of their assigned areas and discuss how they will use their collected materials to represent this. | 5 min |
| **Teacher, Student Activity/Response**<br>Students will collaborate to arrange their materials on their mural paper, as well as creatively use provided material (e.g. pipe cleaners, tissue paper, etc.) according to the environmental aspects discussed during the previous lesson. | 30 min |
| **Plan for Early Finishers/Adaptations or Modifications for Individual Students**<br>N/A. | |
| **Lesson Closure**<br>At the end of the lesson we will tell the students that they will get to continue working on their mural during the next lesson. | 5 min |

**LESSON PLAN #6: Friday November 3, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea)<br>Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To invoke curiosity about the birds and wildlife that the students will see at the Reifel Bird Sanctuary. | |
| **Learning Standards in Student Language**<br>I can work in a respectful manner with my group members to create a part of a mural. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |

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| **Assessment**<br>Students can collaborate with their group members, take turns, and respect and encourage the ideas of others. | |
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| **Materials**<br>Mural paper, coloured construction paper, collected materials from previous lesson, additional materials from art room (pipe cleaners, tissue paper, etc.), scissors, and glue sticks. | |
| **Lesson Hook**<br>Ask the students to get back into their groups and continue their work from the previous lesson. | 5 min |
| **Teacher, Student Activity/Response**<br>Students will continue collaborating to arrange and glue their materials on their mural paper. | 30 min |
| **Plan for Early Finishers/Adaptations or Modifications for Individual Students**<br>N/A. | |
| **Lesson Closure**<br>At the end of the lesson we will give the students a brief overview of what we will be doing in our final lesson. | 5 min |

**LESSON PLAN #7: Friday November 10, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea)<br>Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To invoke curiosity about the birds and wildlife that the students will see at the Reifel Bird Sanctuary. | |
| **Learning Standards in Student Language**<br>I can use prior knowledge of bird species to colour and decorate my wildlife template. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |
| **Assessment**<br>Students can colour and decorate their wildlife template according to previously learned facts about various birds. | |
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| **Materials**<br>“Bird expert” chart, mural paper, wildlife templates, scissors, glue sticks, feathers, pencil crayons, felt pens, and bird photos. | |

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| **Lesson Hook**<br>We will review our "bird expert" chart and ask the students what facts we can now add to it. | 5 min |
| **Teacher, Student Activity/Response**<br>Students will be given various bird/wildlife templates to colour. The birds/wildlife will be given to each group in accordance with the specific environmental areas that they have created on their mural (meadow and farmland, tall trees, ponds and marshes, and shrubs and tall grass). We will also give the groups some pictures of the birds so they can see the aesthetics of each species. | 30 min |
| **Plan for Early Finishers/Adaptations or Modifications for Individual Students**<br>Students can help others if they finish colouring their birds early. | |
| **Lesson Closure**<br>At the end of the lesson we will give the students a brief overview of what we will be doing in our final lesson. | 5 min |

**LESSON PLAN #8: Friday November 10, 2017**

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| **Curriculum Competencies/Big Ideas**<br>Living things are diverse, can be grouped, and interact in their ecosystems – Science 3 (Big Idea)<br>Demonstrate curiosity about the natural world – Science 3 (Curriculum Competency)<br>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions – Social Studies 3 (Curriculum Competency) | |
| **Learning Intention**<br>To invoke curiosity about the birds and wildlife that the students will see at the Reifel Bird Sanctuary. | |
| **Learning Standards in Student Language**<br>I can use prior knowledge of bird species to colour and decorate my wildlife template. | |
| **Enacted Learning**<br>Students will be informed about and have personal connections to the environmental spaces they will be encountering on their field trip to the Reifel Bird Sanctuary. | |
| **Assessment**<br>Students can colour and decorate their wildlife template according to previously learned facts about various birds. In addition, students can communicate about their experience working in a group. | |
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| **Materials**<br>Mural paper, bird/wildlife templates, scissors, glue sticks, feathers, pencil crayons, felt pens, and bird photos. | |
| **Lesson Hook**<br>We will ask the students to get back into their groups and continue colouring their bird/wildlife templates. | 20 min |

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| **Teacher, Student Activity/Response**<br>Students will finish colouring their bird/wildlife templates and cut them out. Students will then glue these templates onto their group's mural. Once all students are finished, we will ask the students to answer some questions about their group work (i.e. the best thing about working in their group, the biggest challenge working in their group, and the thing they enjoyed most about the Reifel Bird Sanctuary lessons). | 15 min |
| **Plan for Early Finishers/Adaptations or Modifications for Individual Students**<br>Students can help others if they finish colouring and cutting out their bird/wildlife templates early. | |
| **Lesson Closure**<br>At the end of the lesson we will thank the students for their hard work and say our goodbyes. | 5 min |

**Resource Critique**

YouTube video of the George C. Reifel Bird Sanctuary
https://www.youtube.com/watch?v=qZMws_LwC44

This resource was used in lesson #1. The video provided the students with an understanding of what the Reifel Bird Sanctuary looks like so they could envision where they were going on their field trip. Furthermore, the video showed various migratory birds, as well as the landscape and environmental features of the Reifel Bird Sanctuary. However, this video was very repetitive with unexciting music playing in the background. There was also no one speaking in the video, with only a few sentences describing the images on the screen. The Grade 3 students were unable to read the sentences on the video due to the challenging vocabulary and, consequently, would have benefited from a video that included some engaging "kid-friendly" dialogue about the Reifel Bird Sanctuary.

George C. Reifel Bird Sanctuary Website
http://www.reifelbirdsanctuary.com

This resource was used to inform our own knowledge about the birds, as well as the environmental aspects of the Reifel Bird Sanctuary. The website also provided us with pictures of the Sanctuary which were used to show the students where they would be going on their field trip. Furthermore, the information we gathered about the Sanctuary came from the Sanctuary's own website, as opposed to a less reliable alternative source. This website, however, was last updated in March 2016 so it may be missing up-to-date information about the Sanctuary.