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**CODE/MOE/UOIT Makerspaces Project**

**Lesson Plan: FDK**

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| **Learning Objectives:**  To learn about the provinces and celebrate the 150th birthday of Canada  To engage students in hands on experiences where they can communicate, investigate, share ideas, problem solve and innovate.  **Curriculum Expectations:**  1.5 – use language in various contexts to connect new experiences with what they already know.  1.6 – use language to communicate their thinking, to reflect, and to problem solve.  13.3 – select and use materials to carry out their own explorations.  13.4 – communicate results and findings from individual and group investigations. | |
| **Learning Goals:**  “We are learning to…”  **About the provinces and who lives there and what they do for fun there.** | **Success Criteria:**  “We will be successful when…”  **We can take the crafts and games we made and represent the provinces from where they originated.** |
| **Lesson Overview: Students will...**  **Physically create a 3D map of Canada. Students will learn about the fun things that people do in each province, create items to represent each province and then place the items on a map of Canada.** | |
| **Materials and Technology:**  Map of Canada, books from the library, things from the classroom | |
| **Student Accommodations/Modifications:**  **Reading instructions for those who are not yet able to do so themselves. Assisting those that need help with scissors, asking an older child to child others.** | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| Describe how you will introduce the learning activity to your students. What key questions will you ask? How will you gather diagnostic or formative data about the students’ current levels of understanding? How will students be grouped? How will materials be distributed?  **We showed the children the map of Canada and brought out books from the provinces, along with videos. Based on the information given to the children we spoke about each activity that belonged to each province. Each day the children were asked to tell us about one province or the activity that belonged to that province and then they were able to choose the next activity of their choice. If a child wasn’t able to tell us this information we would lead them with questions. The children came to school singing a song that they learned on their own at home. Our students move through each group activity once or twice during exploration time during the weeks of exploration. We gave instructions for the children to look through our loose parts cupboard and explore the material on their own.** | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| Describe the task(s) in which your students will be engaged. What misconceptions or difficulties do you think they might experience? How will they demonstrate their understanding of the concept? How will you gather your assessment data (e.g., checklist, anecdotal records)? What extension activities will you provide?  **Each child was asked to complete an activity and speak to an educator about the activity before moving on to the next activity. At sharing time they told us what they liked about the activity and what they learned.** | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)? What key questions will you ask during the debriefing?  We have a checklist that we use all year long for sharing and the children put out on the sharing wall their favourite piece to show. Questions asked during the sharing are as follows   * What was the hardest part? * What did you learn? * Did you ask for help when you couldn’t figure out how to do it? * What did you do when you became frustrated? | |