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**CODE/MOE/UOIT Makerspaces Project**

**Lesson Plan: FDK: Leprechaun Trap**

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| **Learning Objectives:**  To engage students in hands on experiences where they can test out their theories, 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…”   * Work together with our friends to create a leprechaun trap. | **Success Criteria:**  “We will be successful when we…”   * Work nicely with our friends * Use the materials at our center * Can explain what we did |
| **Lesson Overview:**   1. Students will listen to a story read aloud by the teacher (Clever Tom and the Leprechaun). 2. Generate discussion about Leprechauns, with guided questions (eg: do you think Leprechauns are real, if so, why? How would you trap a Leprechaun?) 3. A variety of materials (see list below) will be set up on different tables for students to choose what they would like to use to build their trap. 4. Students will engage in groups in the activity with the materials provided. 5. Once the traps are completed, students will gather at the carpet to share and discuss their work. | |
| **Materials and Technology:**   1. Clever Tom and the Leprechaun by: Linda Shute 2. LEGO Duplo 3. Writing and colouring utensils 4. Coloured construction paper 5. Scissors 6. Glue 7. Glitter 8. Yarn 9. Recyclable materials (eg: boxes, paper towel tubes, etc.,) | |
| **Student Accommodations/Modifications:**  Students were encouraged to select a group of friends that they could work respectfully with. | **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?**  Students have already been exposed to a variety of hands on learning activities and know how to safely and respectfully work together.   1. The activity will be introduced by reading aloud the story of Clever Tom and the Leprechaun. 2. Students will be asked to share what they know or think about Leprechauns and if they think it would be possible to trap them. 3. Data will be collected through observations and group conferences. 4. Students will choose their own groups based on who they know they can work well with, as well as what materials they want to work with. 5. Materials will have been previously placed on the tables and students will have been told what materials are available at each group. | |
| **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**?   1. The students will be engaged in creating a leprechaun trap. 2. Students may experience challenges collaborating ideas with peers. 3. Students will demonstrate their understanding when they successfully complete a trap and are able to describe what they created, to the whole group. 4. Assessment data will be collected through observations and anecdotal records. | |
| **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?**   1. All students will be given the opportunity to share their creations. 2. Questions asked: 3. What materials did you use? 4. What worked well? 5. What was the most challenging? 6. How could your group improve? 7. What was your favourite part of the challenge? | |