

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Greater Essex County District School Board**

**Grade(s): 1**

**Subject(s): Science: NEEDS AND CHARACTERISTICS OF LIVING THINGS**

**Language Arts: Oral Communication**

|  |  |
| --- | --- |
| **BIG IDEAS:**  Living things have basic needs (air, water, food, and shelter) that are met from the environment.  **Curriculum Expectations:**  **OVERALL:**  -investigate needs and characteristics of plants and animals, including humans;  -demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.  **SPECIFIC:**  2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources  2.6 use appropriate science and technology vocabulary, including investigation, explore, needs, space, and food, in oral and written communication  2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes  3.2 identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals  3.6 identify what living things provide for other living things  **Oral Language**  2.1 identify a variety of purposes for speaking (e.g., to entertain the class; to establish positive personal and learning relationships  2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions  2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns  2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience  2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning  2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations | |
| **Learning Goals:**  “We are learning to…”  Create a home for an animal | **Success Criteria:**  “We will be successful when…”  **we know about the needs of the animal**  **we create a home that includes all the needs of the animal**  **we work cooperatively with our partner**  **we share our animal home with the class** |
| **Lesson Overview:**  **Students will research an animal and then create a home for them that includes access to all their basic needs.** | |
| **Materials and Technology:**  iPads with access to pebblego.com  Research recording sheet  Model magic  Variety of maker space materials such as cardboard, construction paper, clay, yarn, recycled materials etc.  Scissors  Glue  Markers | |
| **Student Accommodations/Modifications:**  **Work in small group with teacher to research and record data** | **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.**  This lesson will follow several lessons on living things and their needs. Students will be asked "What do animals need to live?" And we will mind-map the information on a piece of chart paper for further reference.  **What key questions will you ask?**  What do animals need to live?  Where do they live? What does that shelter need?  What do they eat?  What do they drink?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Prior observations and anecdotal notes of conversation and observations.  **How will students be grouped? How will materials be distributed?**  Students will choose their own partners based on who they will work best with. | |
| **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.**  Students will create a home for an animal of their choosing. It must include everything the animal needs to survive. Students will create animals using model magic and painting it. The animal home will be created using maker space materials. They will research the animal using pebblego.com, record information, plan their home and then create.  **What misconceptions or difficulties do you think they might experience?**  Adding unneeded elements, missing elements that animal needs to live  **How will they demonstrate their understanding of the concept?**  By including all things necessary for the animal to live. They will research the animal using pebblego.com, record information, plan their home and then create. They will then orally share their home with their peers.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  Anecdotal notes  Rubric for final product  Checklist for oral presentation  **What extension activities will you provide?** | |
| **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)?**  Oral presentations  **What key questions will you ask during the debriefing?**  How do you know your animal can survive?  What if we took away \_\_\_\_\_\_\_?  What if another animal came close to their home? | |