

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

**School Board: GECDSB**

**Grade(s): Junior ELL**

**Subject(s): Language**

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| **BIG IDEAS:**  Students will work to develop their English fluency/vocabulary with the concept of opposites.  **Curriculum Expectations:**  **OVERALL: (taken from Grade 3 expectations but would depend on the level of the ELLs in the class)**  3. use knowledge of words and cueing systems to read fluently;  **SPECIFIC:**  Reading Familiar Words  3.1 automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts (e.g., words from grade level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas) | |
| **Learning Goals:**  “We are learning to…”   * recognize opposites. * code a BeeBot using arrow commands. | **Success Criteria:**  “We will be successful when…”   * I can make the BeeBot go where I want. * I can match words that are opposite. |
| **Lesson Overview:**  The students will be playing a game of opposites. Half of the words will be on a whiteboard grid laying on a table while the other half will be on cards face down. Students will work in teams to program their BeeBot to get to the word first. The quickest team claims that square. Team with the most squares on the grid wins the game. | |
| **Materials and Technology:**   * **2 BeeBots** * **Whiteboard Grid (Hockey Shooting pad from Costco with 8 x 6 grid drawn on)** * **Sets of opposites written on cards (20 -25 word pairs)** | |
| **Student Accommodations/Modifications:**   * keep language simple * model programming of BeeBot * play in pairs/triads/quartets depending on size of the group to allow peer support | **Lesson will be differentiated by:**   * **Content, specifically:** use simple and familiar vocabulary * **Process, specifically:** use of BeeBots with arrows keeps directional language simple * **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.**   * review how to program the BeeBot and have a few students try it out to make sure they remember from the last time. * Have two piles of word cards that have the opposite of each other. Show the class a few examples that match (Up/Down, Happy/Sad, Short/Tall) and explain that we will put one set of words into the grid. The other set we will pull a word from and the team that gets their BeeBot to the correct square on the grid claims that square (one team can be X the other marks with O).   **What key questions will you ask?**   * frequently check for understanding during instruction phase   **How will you gather diagnostic or formative data about the students’ current levels of understanding?**   * observe accuracy in identifying correct opposites * take anecdotal notes on student language use within their team   **How will students be grouped? How will materials be distributed?**   * class usually has eight students * will divide the class into two teams of four | |
| **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.**   * Hand out words from one pile of the cards. Have the students fill in the grid using dry erase markers. Make sure that they leave the squares at either end of the bottom row empty as this will be the starting square for each BeeBot. * Once the grid is ready set some rules: * the programmer of the BeeBot rotates with each new word. The programmer is the only team member who can touch the BeeBot. * all team members can give direction to their programmer but must use English vocabulary. * first BeeBot to stop on the correct word wins the square. * shuffle the second pile of cards and flip one over. The team can work together to identify the word on the grid. The programmer for this round must code the BeeBot. * repeat having a different student pull the next word.   **What misconceptions or difficulties do you think they might experience?**   * team dynamics and cooperation. * not recognizing a word if the vocabulary is beyond their present level.   **How will they demonstrate their understanding of the concept?**   * they are able to match the card to its opposite in the grid. * they are able to efficiently code the BeeBots to get to the correct position on the grid.   **How will you gather your assessment data (e.g., checklist, anecdotal records)?**   * anecdotal records   **What extension activities will you provide?**   * similar game using synonyms, or matching definitions to words on the grid * once a square is won, have the team put an obstacle (coloured cube) and the square is off limits to the BeeBot. Programmers must be coded around the closed squares. | |
| **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)?**   * finish the period with a sharing circle. The group is small enough that all can contribute to the discussion. Getting them talking will also help build fluency and confidence in English   **What key questions will you ask during the debriefing?**   * Were there words that were more difficult than others? * What were the challenges when working with your team? * When you were the programmer how did you feel? Did your team give good advice? | |