

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

**School Board: Rainy River District School Board**

**Grade(s): 4**

**Subject(s): Social Studies**

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| **BIG IDEAS:**  **A region shares a similar set of characteristics. In this challenge, students will collaboratively create a large map of Canada using cardboard.**  **Curriculum Expectations:**  **OVERALL:**  Students will build on their knowledge of municipal and landform regions, studying Canada’s political regions, including the provinces and territories, and physical regions such as the country’s landform, vegetation, and climatic regions.  **SPECIFIC:**  B3.5 identify Canada’s provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them;  B3.7 demonstrate an understanding of cardinal and intermediate directions. | |
| **Learning Goals:**  “We are learning to…”  -Identify Canada’s provinces and territories. | **Success Criteria:**  “We will be successful when…”  **-**We can identify and label a map of Canada. |
| **Lesson Overview:**  -Students will learn the provinces and territories of Canada by using song, maps, and research with books from library and online. Each student will then research a province or territory of their choice and complete a brochure. Class will then collaborate and create a large map of Canada made of cardboard. | |
| **Materials and Technology:**  -cardboard  -paint  -Chromebooks  -Makedo kits  -atlases  -library | |
| **Student Accommodations/Modifications:**  -Some students use Read & Write to help with their communication. | **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.**  -By learning the provinces and territories as mentioned in Lesson Overview.  **What key questions will you ask?**  -Which provinces have you visited?  -Questions to demonstrate understanding of cardinal directions and relative location of provinces and territories.  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  -Observations, completing their brochure, labelling of Canada.  **How will students be grouped? How will materials be distributed?**  -Our class did this as an independent project, however this activity could easily be done in partners or small groups. | |
| **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.**  -Hands-on completion of large map.  -Singing of provinces and territories song.  -Online research.  **What misconceptions or difficulties do you think they might experience?**  -Use of Cardinal directions may be difficult for some to understand.  **How will they demonstrate their understanding of the concept?**  -Completing the brochure, constructing the map, and quiz.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  -Rubric, observations, conferencing.  **What extension activities will you provide?**  -Students can complete writing tasks about which provinces or territories they would like to visit. | |
| **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)?**  -All students collaborated and contributed to the large map of Canada which was displayed proudly in hallway.  **What key questions will you ask during the debriefing?**  -What makes each province or territory unique?  -What are the symbols and capital cities of each province or territory? | |