

Big Ideas: *Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Indigenous Perspective: ^Look into what Indigenous Peoples does that animal live in the homelands of and what does it mean to them

Lesson Plan Template

Teacher Candidate: Ryan Anderson		Date: sept 26th	Title: Mini research project
Grade: 3	Subject: English	Unit:	Lesson #:
Core Competency: Critical and reflective thinking		Profile:	
Big Idea: *wouldn't fit so it is above		Content: legible hand writing, sentence structure, reading strategies	
Essential Question: How to do good reliable research			
Curricular Competencies: Comprehend and connect: Use sources of information and prior knowledge to make meaning			
Indigenous Perspectives and FPPL: Wouldn't fit so is above ^			
Learning Intention: For students to learn how to research in a smaller scale, while researching something that they are interested in			
Materials: At the bottom of page one			

Introduction - Activate and Engage: *Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.*

Approx Time 30-35 min	<ul style="list-style-type: none"> - take a poll of where every bodies favourite animal lives - see if kids know the difference between a fiction and non-fiction book - read a book about all sorts of animals that is fiction, and then show examples of non-fiction books - talk about what this assignment is and how long it will take and all the different parts (going to the library to get the book, reading them, finding important info, writing the sentences about the animals, and if you want the craft)
------------------------------	--

Body - Explore and Discover: *What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.*

Approx Time 30-35 min	<p>This is based off lesson 1 of approximately 5 (depending on your class)</p> <ul style="list-style-type: none"> - go to the library and have the librarian teach about the difference between fiction and non-fiction - let the kids spend sometime looking for books and have them check in with you for what animal they have - get them to do a buddy read and share with their buddy about what they learned briefly today with their quick read
------------------------------	---

Non-fiction library book, notebook, sentence prompts, depending on how far you take this lesson you can do the paper mache craft at the end making a puppet of the animal for which you'd need: news paper, glue, a hot glue gun, paint, felt, markers, recycled toilet paper rolls, and an online source of how to make paper mache puppets using toilet paper rolls



Lesson Plan Template

Closure - Organize and Integrate: *How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.*

Approx Time 10-15 min	Go back to the classroom and have them do a quick exit slip with the three questions: 1. What's one fact they learned about their animal? 2. What's one fact they learned about their buddies animal? 3. Do they think they have a good book for this assignment after reading it? If they said no to the last question then next class I would check in with students who said no and see why it isn't and help them learn why it is or isn't and pick a new book
-----------------------------	--

Tier 2/Tier 3: (Adaptations/Modifications) if you have students how are struggling with sentence structure you can give them prompts like My animal lives in _____, My animal eats _____ instead of them writing it on their own	Extensions: Instead of students just writing simple sentences you can have them make their facts into a story book where they walk you through what a potential day would look like for their animal using the facts they find or if that is too much just writing a paragraph in proper structure
Assessment Plan: I would most likely use exit slips for an ongoing check-in tool with questions like: Where does you animal live, what does your animal eat, so on and so forth. For a summative assessment at the end of the project I would most likely create a rubric with relatively vague categories that each student has the best opportunity to succeed.	
Lesson Notes/Reflection:	