UNBC *UNIVERSITY OF NORTHERN BRITISH COLUMBIA*

Lesson Plan Template (Revised 2018)
Elementary Years

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Grade	3	**Topic**	ADST, Francais Langue Secondaire (FLS)
Date	Nov 8, 2019	**Allotted Time**	45 min-1 hour

STAGE 1: Desired Results

Cite sources used to develop this plan:

Educ 431, https://www.youtube.com/watch?v=cDA3_5982h8

Rationale: *How is this lesson relevant at this time with these students? Why is it important?*

Students have been working collaboratively to increase their language proficiency and this is the opening lesson to coding. Also, Dec 9-15 is Hour of Code.

Curriculum Connections: *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

Understand
Big Ideas: ADST: Skills can be developed through play. FLS: Every language has a system of rules that distinguishes it from other languages. Essential or Guiding Questions: Can I work individually and collaboratively to create a set of directions for a human robot?

Do	
Core Competency (Communication, Creative and Critical Thinking and Personal and Social Responsibility): Communication/creative thinking/critical thinking— students are creating directions for one another to follow as human robots Curricular Competencies: ADST: use trial and error to make changes, solve problems, or incorporate new ideas from self or others; develop their skills and add new ones through play and collaborative work. FLS: express opinions, ideas, and feelings using complex sentences	
Know	
Content Standards: FLS: communication strategies (active listening, turn-taking in conversation, consideration of other people's perspectives	

First *Peoples Principles of Learning:*

Learning involves recognizing the consequences of one's actions —- students are working through trial and error to create a clear set of directions for a human robot

STAGE 2: Assessment Plan

Learning Intention: What will students learn?	I can create a set of clear directions for a partner to follow
Evidence of Learning: How will students show their learning?	Students will have a completed sheet of directions and will be observed following another student's directions
Criteria: What criteria will help students know how to be successful?	- create a sheet of directions (min 10 steps) - must include a legend of symbols (min of 3 different symbols), and state where to begin - try to follow a partner's directions, have a partner follow their directions - revise directions - try with another partner - repeat until satisfied with clarity and result

STAGE 3: Learning Plan

Resources, Material and Preparation: *What resources, materials and preparation are required?*

paper, pencils, erasers
https://www.youtube.com/watch?v=cDA3_5982h8

Organizational/Management Strategies: *(anything special to consider?)*
– **teacher will circulate during work time to ensure on-task behaviour**
– **teacher will choose and rotate partners so no one is left out**
– **teacher will give out Bon Citoyens for on-task behaviour**

Lesson Development

Connect: *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.*		Pacing
Teacher will - ask students what they know about coding, directions, instructions - show students video about making a peanut butter sandwich - explain activity and show example Activity: students will work individually to create a legend and directions that correspond to an action that a human robot would do. (ex. -> for taking a step to the right). Directions must include a minimum of 10 steps and must include where to start spatially within the classroom. the human robot must not run into furniture or leave the classroom based on the directions they will share their directions with a partner and take turns trying to follow each other's directions they will work together to fine tune each other's directions then they will get a new partner and try each other's directions.	**Students will** - access background knowledge - listen to instructions and view video and examples - ask questions and make connections with video and coding	10 min

Process: *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills and/or attitudes? In what ways have you built in guided practice?*		Pacing
Teacher will - circulate during quiet planning time to ensure student understanding - pair students up to try each other's directions - circulate during partner time to ensure on-task behaviour	**Students will** - work individually to create draft instructions - test their partner's instructions (looking for clarity and pointing out any potential errors) - make changes if needed - test instructions with another partner	5-10 min 10-20 min

Transform: *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?*
- *students can create whatever symbols they choose and can correspond it to any action wanted (school appropriate)*
- *they will have quiet work time to create what they want as well as partner time to discuss or incorporate feedback should they choose to make changes (quiet work time is not silent)*

Planning for diversity *(adaptations, extensions, other)*: In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behaviour difficulties or require enrichment?			Pacing
Students need to -*create 3 symbols that correspond to an action* -*have 10 steps to their instructions* -*have a starting point* Access	*Students can do* -*share ideas and give feedback* -*work cooperatively with partners* -*adjust direction according to feedback* -*understand why clear instructions are so important to robots/computers* Most	*Students could do* -*clearly explain to a partner or class why clear instructions are so important to robots/computers* -*have more than 3 base directions* -*help a partner adjust their directions* Few	

Closure: *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to next learning.*

Students will share symbols that they created and their corresponding actions

we will discuss that robots/computers don't work like our brains and that directions need to be clear because they can't make decisions for themselves without human input

Reflection *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

This lesson went just about as well as it could have as students were engaged and worked so well together. I didn't ask students to be creative with their symbols, only that they create 3 different ones, so it was very cool to see what symbols they created and what they meant. Many students went above and beyond the required criteria and most were able to meet the minimum. If I were to teach the lesson again I would spend more time with the class discussing why I showed them the peanut butter sandwich video, as I think some students may not have noticed the relevance.

<u>Lesson Planning Guide</u>   (adapted from Thompson Rivers University)

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

Rationale*: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .)   Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

Curricular Connections:
The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the "big picture" or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify).   The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

Learning Intentions: *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: "I can add two fractions"   help frame their learning in positive student language.*

Prerequisite Concepts and Skills: *What concepts and skills are needed for students to be successful?   This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

Materials and Resources /References   *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.)   Have you honoured the sources of ideas or resources?   Disorganized materials can ruin a great lesson.*

Differentiated Instruction (DI): (accommodations):   *How will you accommodate for diverse learners in your class?   How will you allow for some variety in expression of learning?   How can you modify the learning activities for success?   How can you provide engaging extra challenges for those that are ready?   How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences?   IEP's?*

Assessment and Evaluation: *Did the students learn what you taught them?   What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning?   The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum.   Strive for accuracy and build assessment into teaching and learning and not as an "add on" at the end.*

Organizational/Management Strategies: *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment?   Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

Aboriginal Connections / First Peoples Principles of Learning: *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

<u>Lesson Activities/Structure:</u>

Connect*: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

Process*: What sequence of activities will the student's experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

Transform*: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

Closure: *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google "40 ways to close a lesson."*

Reflections*: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else****?***