# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Title:** | Flora and Fauna Exploration | **Lesson #** | 4 | **Date:** | Mar. 29, 2021 |
| Name: | Julie Knudsen | Subject: | Science | Grade(s): | 4 |

Rationale:

|  |
| --- |
| This lesson introduces students to flora and fauna within their local environment as well as beyond that. It pushes them to think about different living things beyond their local environment. Students will gain a sense of awareness of their surrounding by focusing their attention to different living organisms. Students will then use this information within their unit to gain a deeper and well-rounded understanding of the different living things and characteristics that make up biomes all over the world. |

Core Competencies:

|  |  |  |
| --- | --- | --- |
| Communication | Thinking | Personal & Social |
| * **Communicating**   - Students are given multiple opportunities to connect and engage with each other by working in groups and sharing during discussions  -Students share during  discussions  -Students communicate with  each other in their biome  groups.  -Students communicate their  findings with other groups at the  end.   * **Collaborating**   **-**Students practice working collaboratively with each other throughout the lesson.  -Students support each other  and build relationships while  in their biome groups.  -Students listen and  communicate with each other  to help achieve their shared  goals of  researching/discovering the  different flora and fauna  within different environments. | **Critical Thinking**  -Students participate in critical thinking throughout this lesson.  -Students explore and research flora and fauna by asking questions and making observations.  -Students gather information  about flora and fauna to  allow them to critically  think about their prior  knowledge associated with  flora and fauna. | * **Social responsibility**   -Students participate in social responsibility by building relationships with one another.  -Within groups, students will  maintain a positive  relationship with one another  by respecting each other’s  ideas and using appropriate  words and actions with each  other. |

Big Ideas (Understand)

|  |
| --- |
| All living things sense and respond to their environment |

Learning Standards

|  |  |
| --- | --- |
| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * Demonstrate curiosity about the natural world * Make observations about living and non-living things in the local environment * Collect simple data * Experience and interpret the local environment * Co-operatively design projects | * Biomes as large regions with similar environmental features. |

Instructional Objectives & Assessment

|  |  |
| --- | --- |
| Instructional Objectives (students will be able to…) | Assessment |
| * Make observations about living things within the local environment * Identify different types of flora and fauna * Collect data on flora and fauna that are found within a specific biome. * Work collaboratively with peers to achieve a common goal (collect evidence and record within their biome brochure). | * Teacher will use checklist to evaluate that every student has an understanding of flora and fauna.   -Teacher can mark off on the checklist  during discussions or after they hand in  their recordings from the school yard.  -Teacher can also walk around during  final sharing time and mark off based on  those discussions.   * Students understanding of flora and fauna will also be evaluated at the end of the unit based on the flora and fauna information included on brochure.   -This is evaluated using a rubric |

Prerequisite Concepts and Skills:

|  |
| --- |
| -Students should know how to collect basic data from books and the internet  -Students should be able to work cooperatively in groups  -Students should be able to make observations  -Students should be able to draw and write concisely |

Indigenous Connections/ First Peoples Principles of Learning:

|  |
| --- |
| -Learning is holistic, reflective, reflexive, experiential, and relational.  -Students get the chance to experience flora and fauna firsthand by going outside and observing it  -Students get the chance to reflect on how flora and fauna relates to their local environment as well as  environments all over the world.  -Students can relate to this lesson because they are able to physically see how flora and fauna can be found  right in their backyard. |

Universal Design for Learning (UDL):

|  |
| --- |
| -Students are given the option to draw or write what they see  -Visual learners are able to physical see the flora and fauna, while auditory learners can listen to the signs of flora and fauna in school yard  -Kinesthetic and visual learners are able to benefit from doing physical research and adding to the brochure  -Auditory learners also benefit from the verbal discussions  -Students are able to pick roles within their groups that relate to their specific learning style |

Differentiate Instruction (DI):

|  |
| --- |
| -If a student’s struggles getting their ideas of flora and fauna in the school yard on paper in a limited time then they can just verbally share with the group.  -If a student struggles with communicating with group members, that student can be given a specific job and work fairly independently on that job.  -A student who struggles to stay on task or get their work done can get help from the teacher at the beginning of work period to make a quick checklist of what needs to get done during that time.  -Flexible seating or fidget toys can be provided for students who require it. |

Materials and Resources

|  |
| --- |
| -Pencil & Paper  -Books- checked out previously from library  -Computers/chromebooks |

Lesson Activities:

|  |  |  |
| --- | --- | --- |
| Teacher Activities | Student Activities | Time |
| **Introduction (anticipatory set – “HOOK”):**  **-**Teacher asks students what they think flora and fauna are.  -Have a quick class discussion about what flora and fauna are.  -Including examples | -Students raise hands and share their ideas about flora and fauna. | 5 min |
| **Body:**  -Students are asked to get a pencil and paper or notebook.  -Teacher asks students to record any kinds of flora and fauna they can see in the school yard or that they think could be found in the school yard.  -Students can draw or write it, but this is a  fairly quick activity.  -Students are taken out to the school yard and asked to find a spot on the grass.  -Have a class discussion on the different types of flora and fauna students recorded.  -Either outside, or students could be taken  Inside.  -Students are taken inside and get into their biome groups.  -Tell students their job today is to research the different types of flora and fauna that can be found in their biome and include it on their brochure.  -Tell students they can also finish any other research from the last class. | -Students get paper and pencil out  -Students listen to instructions  -Students follow teacher out to school yard  -Students draw or write the different types of flora and fauna they see.  -Students share what they recorded  -Students go inside and get into their biome groups  -Students research the flora and fauna in their biome and work on their brochures. | 5 min  5 min  5 min  25min |
| **Closure:**  -Each group is paired with another group to briefly share their finding of flora and fauna.  -This is a quick discussion.  -Students should share at least two flora and  two fauna from their biome. | -Each group gets together with the group they are paired with and quickly two flora and two fauna from their biome. | 5 min |

Organizational Strategies:

|  |
| --- |
| -Students will be given their instructions before going outside to the school yard to prevent distractions  -Students will already have their groups to allow for a smooth transition  -Lots of movement is incorporated for students: students move from desks to outside then back inside and then into groups, and lastly into other groups at the end.  -This will keep them awake and more focused |

Proactive, Positive Classroom Learning Environment Strategies:

|  |
| --- |
| **-**Extra brain brakes could be provided for students if needed  -Praise is given to students who share with the group  -Praise is given to groups who are staying on task  -Music can be played for students to help keep the volume down (students will keep volume below music volume) |

Extensions:

|  |
| --- |
| This lesson extends into an entire unit where students explore biomes and their different characteristics. This lesson could be more deeply connected to Indigenous ways of knowing by exploring how Aboriginal people use the different flora and fauna for different things. Students could also be taken somewhere further then the school yard to observe the flora and fauna in a completely natural setting. |

Reflections (if necessary, continue on separate sheet):

|  |
| --- |
|  |