** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | K/Arts Education/Science | School: | Pinewood |
| Date: | May 25th, 2022 | Allotted Time: | 1 hour 20 min |
| Topic/Title: | Caterpillar lifecycle lesson + art | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| Students were introduced to caterpillar larva in the classroom the previous day. They have a brief understanding of the lifecycle of caterpillars but we will go into more depth in this lesson and solidify their learning through art. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Students will think critically to compare what they have learned about the caterpillar lifecycle to the art project they will create. Students will also use critical thinking skills to connect their learning from a video watched the previous day to the story we will read at the beginning of their lesson to answer questions throughout the story.  Personal awareness and responsibility will be developed through following step by step instructions and taking initiative to do their job in order to complete their lifecycle project. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one’s actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one’s identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | The unit being done on caterpillars has a large effect on individual responsibility, classroom community, and learning about place and the land. It is teaching students how to be responsible for both themselves and the area they inhabit. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| Art: People create art to express who they are as individuals and community.  Science: Daily and seasonal changes affect all living things. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| Art: Express feelings, ideas, stories, observations, and experiences through the arts  Safely manipulate materials | Art: Symbolism as an expression of meaning  Living things make changes to accommodate daily and seasonal cycles |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| **Learning Target:** I can understand how caterpillars change throughout the season and demonstrate my understanding by manipulating a variety of materials into an artistic representation of the caterpillar/butterfly lifecycle.  **Assessment Type:** Formative – see how well students comprehend the order of the lifecycle through their project and learn where their skill level is for manipulating a variety of art materials.  **Assessment Method:** Personal Communication & Performance   * Ask questions about the lifecycle during our discussion & story on the carpet * Assess individuals more thoroughly through their completion of the lifecycle project * Track through the use of a class grid |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| Differentiation:   * Up to individual students if they wish to contribute to the discussion verbally, by showing agreement with their peers through hand signals, or not at all * Group discussion format takes pressure off of individual students to have ideas/knowledge surrounding caterpillars * Tools will be available to the students who need them in order to self-regulate while sitting on the carpet and participating in the discussion * Teacher will be available to help students with fine motor aspects of the project if necessary   Behaviour   * A movement break may be incorporated into the lesson between the carpet time and working on the project if it feels needed * Classroom management strategies will include practicing wait time (not continuing the lesson until the whole class is quiet and focused), reminding students to turn their bodies and face me when I am teaching, moving students who are distracted by where/who they are sitting by, and praising students who are showing good active listening to encourage their classmates to do the same |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * “The Amazing Lifecycle of Butterflies” book * Document Camera * Paper plates * Lifecycle plate template * Construction paper * Pipe cleaners * Glue sticks * Tissue paper * Small pompoms |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Set up document camera  Pull out chair to not be in the shadow of the document camera  Bring materials to the carpet (leave most of the art supplies on the rainbow table)  Ask students to put their books away and join me on the carpet  Remind students to get a tool if they need one  Lead students in a quick stretch and breathing exercise before sitting on the carpet  Read “The Amazing Lifecycle of Butterflies”   * Pause for questions/ask students what will come next * Encouraged raised hands and use of hand signals if they agree with a classmate | 3 min  5 min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Ask students to turn and look at our classroom caterpillars and review:   * What stage are our caterpillars in right now? * What will come next? * What were they before?   Ask for students to tell me which stages they drew in their observation book yesterday (drew caterpillars/larva, coloured eggs)  Inform students that we are going to do some art to show how much we know about the caterpillar lifecycle  Activity instructions – remind students to listen carefully so they know what to do & pause for quiet throughout instructions   * First write your name on the back of the plate * Tell students they will start with the egg corner because that is the first stage of a caterpillar’s life * Demonstrate finding the word Egg/ask for a student volunteer to find the word egg * Emphasize the importance of doing the craft under the correct word * Show how to glue the leaf and white pompoms on to the plate * When you are done the egg section of your plate, come show me it at the rainbow table to get the materials for the next section * What is the next stage in the lifecycle? * Can anyone find the word “caterpillar” on the plate? * Emphasize the importance of looking for the word before making the craft * Demonstrate twisting the pipe cleaners and wrapping them around the straw * What’s the next stage of the lifecycle? * Can anyone find the word “Chrysalis” * Demonstrate gluing the twig and twisting & gluing the tissue paper to the plate * What’s our final stage of the lifecycle? * Is this the word Butterfly? * Demonstrate twisting the pipe cleaner around the tissue paper and gluing it to the plate   Go through the 4 stages together once more as a class  Ask students what they think a good noise level is for this job? (1-2)   * What does that sound like (talking in quiet voices)   Ask students where they should be when working on this job?   * At their tables * Only getting up to come show me their work and move on to the next stage   Leave the example under the document camera for students to reference while they work  Call up a few students at a time (good listeners first) to get their first materials from me  When students are all settled in to the first task, remind them to write their name on the back of their plate before continuing. Circulate the room until students appear to be almost finished the first task, ask 3 students who are taking longer on the task to join me at the rainbow table and prep the supplies for the next section of the lifecycle. | 5 min  7 min  5 min  45 min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Students are responsible for cleaning up their area and handing their plate in to the teacher  Early finishers will be allowed to have center time, with the expectation that their noise level remains at a 1-2.  Students who don’t have time to complete their work will be given time and supplies to finish within the week. |  |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| Strengths   * During the art portion of the lesson, I realized the lineup for more materials was getting quite long and began checking 2-3 students work at a time instead of individually. Looking back, I would provide the materials for each student/table to access easily but ask the students to show me their work before moving on to the next stage of the lifecycle. This way, I would have more time to manage the entire class as handing out materials took up a decent amount of time, while also watching the individual progress of each student. * I was very impressed with how well the students handled the 4-step art project. This gave me confidence that I had their attention while explaining instructions and showed me that I can continue giving multi-step instructions in other lessons. * Sitting at the rainbow table with has chairs for 4 students to do their work in front of me went well for the students who struggle with fine motor skill activities. I was able to give them direct instruction or tips to complete each lifecycle stage and pull any students who looked like they could use some help when they showed me their work between stages. * All students were able to complete the lesson in the time given   Future Revisions/Grows:   * I would provide the materials for each student/table to access easily but ask the students to show me their work before moving on to the next stage of the lifecycle. This way, I would have more time to manage the entire class as handing out materials took up a decent amount of time, while also watching the individual progress of each student. * This would help with my other difficulty during the lesson – managing the students who were working while checking the other student’s finished work. The rainbow table gave me a decent vantage point for watching all students work, however there were still some instances where I wish I had told students off/reminded students to focus but missed the chance due to working with individuals or small groups of students rather than overseeing the whole class. The time saved by having students access all the materials by themselves would have helped with this issue. * One student was working with me at the rainbow table who was capable of completing it without my help – would know this after spending more time with him * Professional standards noted throughout observation |