 **LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | grade 4 science | School: |  |
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| Date: | June 10 | Allotted Time: | 60 min |
| Topic/Title: | Understanding moon Phases with oreos |

1. **LESSON ORIENTATION**

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

| *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.* |
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| * students will learn about the different phase of the moon
* students will understand why the moon appears to change shape
* students will create a model out of oreos to demonstrate the moon phases
* students will learn how indigenous cultures use the moon, sun and stars in their lives
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1. **CORE COMPETENCIES**

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

| **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.* |
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| ☐ 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 share what they know about the moon and its phases
* students will communication their findings in the oreo activity
* Students will create a model of the moon phases
* Students take responsiblity for their learning by engaging in the activities and completing tasks
* students will learn about indigenous perspectives and traditions related to the moon
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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)

| **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. | * students learn about he moon phases in a way that connects to the natural world and cultural traditions
* the oreo activity is a hands on activity
* students reflect and relate to indigenous culture
* the lesson incorporates stories from indigenous cultures that explain the moon and the phases
* the lesson respects and acknowledges the aspects of indigenous knowledge, by sharing stories and by practicing cultural sensitivity
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1. **BIG IDEAS**

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

| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
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| [The motions of Earth and the moon cause observable patterns that affect living and non-living systems](https://curriculum.gov.bc.ca/curriculum/science/4/core) |

1. **LEARNING STANDARDS/INTENTIONS**

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

| **Curricular Competencies:***What are students expected to do?*  | **Content:***What are students expected to learn?* |
| --- | --- |
| Observe objects and events in familiar contextsIdentify First Peoples perspectives and knowledge as sources of information | [the effects of the relative positions of the sun, moon, and Earth](https://curriculum.gov.bc.ca/curriculum/science/4/core#;) including [local First Peoples perspectives](https://curriculum.gov.bc.ca/curriculum/science/4/core#;) |

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>

| *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? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? 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?* |
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| Formative assessment* observe students during class discussion and participation in answering questions
* walking around classroom during activity to observe and monitor their ability to remember the moon phases and participation

Summative assessment* completion of oreo moon phase activity
* exit ticket
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1. **DESIGN CONSIDERATIONS**

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

| *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.* |
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| Differentiation* provide different levels of guidance during oreo activity
* have a few books to choose from and have students vote to choose which one to read
* coud have a hand out ready for students that need moon phases close to them
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| **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.* |
| * <https://youtu.be/f592IgRzq2E>
* <https://www.teacherspayteachers.com/Product/FREEBIE-Moon-Phases-OREO-Activity-4085217?st=9f2e55787c6fdffd3bd435fc9eabf1e2>
* oreos
* plastic bags
* plastic knifes
* paper plates
* moon phase handout
* <https://i.pinimg.com/originals/8a/30/6a/8a306a5571946ec4ff811855b5d14b6e.png>
* books - Taans Moons, The 13 moons of the Wsanec, 13 moons on turtles back
* TPT
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1. **LESSON OUTLINE**

| **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* | Introductions* Start with a fun fact about the moon - “Did you know the Moon is Earth’s natural satellite?”
* share a video about moon phases
* <https://youtu.be/f592IgRzq2E>
* Have discussion about video and what else students know about the moon, asking questions - Have you ever looked at the moon at night? What did it look like? Can someone tell me one of the moon phases?
* take notes on the board as students share
 | 15 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*
 | Direct instruction* go over the 8 moon phases as a class - could write on the white board or handout a work sheet on the moon phases
* <https://i.pinimg.com/originals/8a/30/6a/8a306a5571946ec4ff811855b5d14b6e.png>
* show all moon phases to students and talk about what each one looks like, ask questions to engage in a discussion (what do you notice about each moon phases?, have you noticed any of these moon phases?,)

Activity* do oreo moon phase activity, all material is on TPT
* <https://www.teacherspayteachers.com/Product/FREEBIE-Moon-Phases-OREO-Activity-4085217?st=9f2e55787c6fdffd3bd435fc9eabf1e2>
* handout all materials - paper plate, oreos, plastic knife,
* have each student create their own oreo moon phase models and place each moon phase on their plate in the correct order and labeled (write on plate)
* when students are done have them show you completed oreo moon phases, clean up area, could have them help a friend if needed
* if students want they can eat oreos after complete (or put into bags to take home)
 | 10 min20 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*
 | Closing* Finish with discussion about indigenous peoples relying on the sun, moon stars in their life, read a story to go with the discussion - Taan’s Moons, 13 moons of Wsanec or 13 moons on turtles back, Hobiyee
* exit ticket - ask students what is one thing you remember about the moon phases?
 | 15 min |

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

| * *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?*
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