** LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | Grade 3, ADST | School: | Thornhill Primary |
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| Date: | February 21, 2025 | Allotted Time: | 25 min |
| Topic/Title: | The Gummy Fish Challenge |

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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| The purpose of this lesson is to develop students problem solving, creativity, and collaboration skills by challenging them to manipulate objects using only limited tools.  |

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.* |
| --- | --- |
| ☐ 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 collaborate, share ideas, and discuss strategies to solve the challenge
* students analyze the problem , test different approaches, and adapt their strategies through trail and error
* students practice perseverance, work as a team, and reflect on their learning process, demonstrating resilience and adaptability
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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?* |
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| *☐* 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 hands on challenge encourages experiential learning, collaboration, and self reflection on strategies and outcomes
* students see how different design choices affect their results, fostering accountability and adaptation in problem solving
* students engage in trial and error, refining their strategies through persistence
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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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| Technologies are tools that extend human capabilities. |

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?* |
| --- | --- |
| * Generate ideas from their experiences and interests
* 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
 | * [risk taking](https://curriculum.gov.bc.ca/curriculum/career-education/3/core#;) and its role in self-exploration
* types of [forces](https://curriculum.gov.bc.ca/curriculum/science/2/core)
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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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| * teacher observations during activity
* guiding questions during activity (what strategy are you trying? what is working? how are you using the paper clip?)
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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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| * EA support in the room
* students will work in partners
* time to discuss strategies and try their ideas
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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.* |
| plastic cupsgummy fishlifesaverspaper clips |

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* | IntroductionTeacher“Today, you are engineers, and your mission is to complete the Gummy Fish Challenge without using your hands to touch any of the materials directly” | 1 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*
 | Breakdown* the gummy fish is trapped under the flipped over cup
* the gummy lifesaver is on top of the flipped cup
* you have 2 paper clips to help you
* you goal is to
1. remove the lifesaver from the top of the cup
2. lift the cup off the gummy fish
3. flip the cup so it stands upright
4. get the fish through the lifesaver
5. then place the fish inside the lifesaver into the upright cup

Rules* no hands can touch the materials directly
* you may bend, twist, or reshape the paper clip
* you can not stab the gummies with the pape clip
* you can work with your partner to plan and test ideas

Ask if they have any questions?Ask students* “How can you use the paper clips creatively?”
* “What forces may help you?” (pulling, balancing, sliding)
* “What is your first idea?”

Design and Experimentation* students work with partners to create a solution
* teacher circulates and prompts thinking
* encourage students to keep trying if something doesn't work, they can adjust and retry
* when task is completed students can eat gummy and fish and move onto word search until the others are done
 | 20 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*
 | Wrap up* students can share how they completed the task
* can share what strategy worked best
* if they had different materials, what would you do differently?

clean up and return items | 4 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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| The students really enjoyed this challenge and demonstrated strong problem-solving skills. It was fun to watch them talk and strategies with their partner on how they were going to complete it. Many of the partners worked well together, trying to use the paper clips in different ways, learning through trail and error and talking it through. However, I did notice that some groups needed more time to refine their ideas and complete the challenge. In the future, I would plan this activity within a longer block to allow for more time so students can keep trying. Overall I would do this activity again. |