

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title:                     We are water protectors                     Lesson #                     4                     Date:                     Nov. 23<sup>th</sup>                      
 Name:                     Mathilda Michel                     Subject:                     Language and Literacy                     Grade(s):                     5                    

**Rationale:**

Students will learn the importance of water and that as a community we need to take turns protecting the water. This also fits into Native American Heritage Month the book is written and illustrated by Indigenous peoples.

**Core Competencies:**

Communication	Thinking	Personal & Social
<u>Communicating</u> Communicating encompasses a set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. <ul style="list-style-type: none"> <li>- Students will be using competency during the discussion at the beginning before we get start in class. I will be asking them what do they think the book is about and will walk around and show them the book.</li> </ul>	<u>Critical Thinking and Reflective Thinking</u> Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. <ul style="list-style-type: none"> <li>- After I finish reading the book I will be asking them how they save water in there homes.</li> <li>- We will talk to about what water means to everyone on the planet</li> </ul> <u>Creative Thinking</u> Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality. <ul style="list-style-type: none"> <li>- For my writing I will be asking the ways students will be saving water at home</li> </ul>	<u>Personal Awareness &amp; Responsibility</u> Personal Awareness and Responsibility involves understanding the connections between personal and social behavior and well-being; it encourages people to make constructive and ethical decisions and act on them. <ul style="list-style-type: none"> <li>- This I will see how they effect wasting water at home and why water is important to humans and everything else on earth</li> </ul> <u>Positive Personal and Cultural Identity</u> Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. <ul style="list-style-type: none"> <li>- I will talking about the important of water to indigenous people and the book I am reading is a cree book so has their language in it.</li> </ul> <u>Social Awareness and Responsibility</u>

		<p>Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment.</p> <ul style="list-style-type: none"> <li>- Students will be seeing how they effect society and the world and the important of water to the world</li> </ul>
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**Big Ideas (Understand)**

<ul style="list-style-type: none"> <li>● Language and text can be a source of creativity and joy.</li> <li>● Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</li> <li>● Texts can be understood from different perspectives.</li> <li>● Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</li> </ul>
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**Learning Standards**

(DO)	(KNOW)
<p><b>Learning Standards - Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</li> <li>● Recognize the importance of story in community identity</li> </ul>	<p><b>Learning Standards - Content</b></p> <ul style="list-style-type: none"> <li>● Oral language strategies (focusing on the speaker; asking questions related to the topic; making personal connections; and making relevant contributions to discussion)</li> </ul>

**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>● students will be able to sit and actively listen to teacher as she is telling the story "We are Water Protectors"</li> <li>● students will be able to go through the class discussion and answer questions teacher asks as a group</li> <li>● students will be able to take part in the work sheet and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>● Students will complete an "I can.." self-assessment checklist based on the instructional objectives. <ul style="list-style-type: none"> <li>● I can sit quietly and not talk while teacher is talking</li> <li>● I can engage actively as a listener, listening with my ears, eyes and heart</li> <li>● I can take part in class discussion by sharing my own thoughts and listening thoughtfully to the thoughts of others</li> <li>● I can write my thoughts about the story and answer questions in a paragraph or a few sentences</li> </ul> </li> </ul>

**Prerequisite Concepts and Skills:**

## Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

This principle refers to the understanding that ultimately, the primary purpose of learning is for well-being. Teaching should support the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning ultimately supports the well-being of the self.

- As there are diverse learning styles and needs among all learners, there are diverse learning styles and needs among Indigenous learners

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

This principle reflects the Indigenous perspectives that everything is interconnected, that education is not separate from the rest of life, and relationships are vital

Learning is holistic...

- Effective learning environments pay attention to the whole learner, including the physical, mental, social/emotional, and spiritual aspects of the person.

Learning is ... reflexive

- Learning is reflexive. It builds upon itself, exponentially increasing as learners develop new knowledge and deeper understandings of how everything is ultimately connected.

Learning is ... reflective

- Learning does not happen without reflection. Reflective thinking is a key process in coming to understand new concepts and determining the relevancy of information and ideas.

Learning involves generational roles and responsibilities

This principle reflects the understanding that teaching and learning is the responsibility of all members of a community. The responsibility for teaching belongs to everyone in the community. As people develop their skills and knowledge in particular areas, it is expected that they will in turn teach others. This is seen as a responsibility that ultimately strengthens communities. Conversely, the responsibility for learning also lies with the learner. It is the responsibility of the learner to determine what they are supposed to learn from any given situation.

Learning requires exploration of one's identity

This principle reflects the importance of identity in relation to learning. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world, in addition to being able to identify all the factors that contribute to how people see themselves.

## Universal Design for Learning (UDL):

## Differentiate Instruction (DI):

- for students who struggle with writing down their ideas after discussing, the teacher can offer to scribe for students so that they are able to get some of their ideas on the page
- can create drawing on what it means to be a water protector

## Materials and Resources

Book, paper, pencil, computer for the websites, colouring markers

**Lesson Activities:**

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> <li>- teacher will ask “who remembers why water is important” or “what do you think this book is about” show the book “we are water protectors.”</li> </ul>	<ul style="list-style-type: none"> <li>- students will raise their hands to let the teacher know if they remember why water is important.</li> <li>- Students will raise their hands if they have a guess what the book will be about</li> </ul>	5 mins
<p>Body: -</p> <ul style="list-style-type: none"> <li>- teacher will then remind students why water is important</li> <li>- teacher will then ask students what they think to book is about by looking at the front cover</li> <li>- teacher will play the video called “Water Protectors” <a href="https://youtu.be/1btJqUXzmw0">https://youtu.be/1btJqUXzmw0</a></li> <li>- teacher will start a class discussion on why the class thinks protecting water is important</li> <li>- teacher will talk about why she protects the water and what she was taught growing up</li> <li>- teacher will pull up the web site show students ways they can help with water</li> <li>- <a href="https://www.epa.gov/watersense/watersense-kids">https://www.epa.gov/watersense/watersense-kids</a></li> <li>- teacher will hand out work sheet “the Earth steward and water protector pledge”</li> <li>- teacher will walk around to make sure students are working and helping students to think of ways they will pledge to protect the land and water</li> </ul>	<ul style="list-style-type: none"> <li>- students will raise hands to answer the questions “what do you think to book is about by looking at the cover”</li> <li>- students will sit and actively and full body listen while the video plays</li> <li>- students will raise their hands and answer why protecting water is important</li> <li>- student will sit and listen to teacher’s reason why she protects the water</li> <li>- students will sit and look at the site water sense</li> <li>- students will work on work sheet</li> </ul>	<p>8mins</p> <p>4mins</p> <p>3mins</p> <p>2mins</p> <p>3mins</p>
<ul style="list-style-type: none"> <li>- Closure: there is a colouring sheet for students to colour</li> </ul>	<ul style="list-style-type: none"> <li>- Stuentns can grab a colouring sheet and wait for others to finish</li> </ul>	10mins

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>- worksheets will not be distributed until after the story when it comes time for students to write their response</li> <li>- students will hand sheet back in and take a colouring sheet to work on while class finishes</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>● during the written portion of the lesson, the teacher will circulate throughout the classroom, answering any questions and helping students with the reflection as needed</li> <li>● the worksheet activity, the teacher will move around the class helping students as needed, making sure that they understand the task</li> </ul>
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**Extensions:**

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Reflections (if necessary, continue on separate sheet):

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