

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

**Lesson Title:** Research & Poster Making    **Lesson #** 7    **Date:** April 13, 2002  
**Name:** Melissa Green    **Subject:** Science    **Grade(s):** 4

### Rationale:

This lesson is important because students are completing their research on their chosen species and beginning to create a poster of their learning that will be shared with the class in a future lesson. Students are given the responsibility of engaging in their research to learn about their species and enter into further inquiry around their “I Wonders”. Students are getting to learn about their interests and “wonders” about the natural world around them and prepare to share their learning.

### Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>• <i>Communicating</i> In this lesson students are communicating their learning through the development of a poster that will be shared with the class in the next lesson.</li> <li>• <i>Collaborating</i> In this lesson students will have the opportunity to work independently or in one of the seating areas that allows for working alongside a partner or with a small group of students. These students may choose to collaborate on their learning’s as a way of going deeper into their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Critical and reflective thinking</i> This lesson includes inquiry-based learning which encourages the students to question and investigate on their own while the teacher facilitates the lessons. Critical and reflective thinking can look different for each student as everyone uses different methods to research and search for answers. Students will be participating in reflecting and critical thinking as they examine and express what they learn about their chosen species.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Personal awareness and responsibility</i> This lesson includes inquiry-based learning, the students are required to take responsibility for their own learning while the teacher guides and facilitates the lesson. Students will then need to self-regulate and manage their time effectively in order to reach their goal in their learning.</li> </ul>

### Big Ideas (Understand)

All living things sense and respond to their environment.

### Learning Standards

(DO)	(KNOW)
<b>Learning Standards - Curricular Competencies</b> <ul style="list-style-type: none"> <li>• CC1 - Demonstrate curiosity about the natural world</li> <li>• CC5 - Suggest ways to plan and conduct an inquiry to find answers to their questions</li> <li>• CC23 - Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate</li> </ul>	<b>Learning Standards - Content</b> <ul style="list-style-type: none"> <li>• C1 - Sensing and responding: animals, plants</li> </ul>

### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• TSWBAT: complete the research on their assignment.</li> <li>• TSWBAT: complete a poster showing what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>• Formative <i>for</i> learning</li> <li><b>What:</b> Completion of research and poster</li> <li><b>How:</b> Teacher will circulate and observe to notice students progress.</li> </ul>

### Prerequisite Concepts and Skills:

- Students have engaged in learning and research on their chosen species in the previous lesson and are ready to engage in the poster creation part of the lesson with minimal continuation of research on chrome books.
- Students know how to use chrome books for research and the expectations around using them.

### Indigenous Connections/ First Peoples Principles of Learning:

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

In this lesson students are engaging deeper in the materials they have learned about through the unit and are preparing their research for sharing with the class. Through the research students are learning about how species are connected to one another and are learning about the place where they live and where they might find their species.

### Universal Design for Learning (UDL):

- Students have choice in what their poster looks like... draw their species or have a photo printed or cut out from a magazine.
- Instructions will be provided in both written and verbal form.

### Differentiate Instruction (DI):

- Students will have the option of flexible seating
- Body and brain breaks alongside fidget tools will be available in the classroom and are already known to students
- Headphones will be available for students who require
- Students will have the choice of working independently or working alongside a classmate
- There is significant movement during this lesson
- Students who need assistance writing on the white board during the ticket out will receive it in the most appropriate manner for the student

### Materials and Resources

- Chrome Books
- Sample Poster
- Blank Poster Templates
- Worksheets/Research sheets from the lesson prior

### Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"><li>• Teacher shows a sample of a completed poster to model expectations and engage interest.</li><li>• Invite students to share what they notice and wonder about in terms of the expectations of the completion of the poster</li><li>• Review where information from the “research questions and response sheet” will go on the poster (sheet worked on the lesson prior). Let students know that they can either draw their species or use the collage supplies to find an image of their species for the poster.</li><li>• Ask students to share the expectations of the work block.</li></ul>	<ul style="list-style-type: none"><li>• Students will raise their hand and speak when called upon if they have something to share.</li></ul>	7 min.

<ul style="list-style-type: none"> <li>• Ask students if they have any questions.</li> </ul>		
<p>Body:</p> <ul style="list-style-type: none"> <li>• Hand out worksheets from the day prior to those students who need to continue research. Students collect a chrome book as they receive their sheet. These students will show their completed worksheet/research to the teacher and get a poster sheet when they are ready.</li> <li>• Hand out completed worksheets and blank posters to students who are ready to begin the poster creation.</li> <li>• Students will begin the work block.</li> <li>• Circulate the classroom and provide support and encouragement. Taking note of students needs.</li> <li>• Ring the chime.</li> <li>• Give instructions for where worksheets, posters and chrome books go.</li> <li>• As students are putting supplies away place the “sentence starter” slips on desks.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will receive their sheets and get a Chrome Book, then find a place to work.</li> <li>• Students will receive worksheet and poster template and find a place to work.</li> <li>• Student will begin the work block.</li> <li>• Students stop and listen for further instructions</li> <li>• Students put supplies away</li> </ul>	<p>5 min.</p> <p>25 min.</p>
<p>Closure:</p> <ul style="list-style-type: none"> <li>• Students complete the sentences and hand the slip to the teacher as they transition to the next lesson/set of instructions. Sentences: <ul style="list-style-type: none"> <li>• I feel....</li> <li>• I’d like more time to complete.... on my poster.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students complete the sentences and hand the slip to the teacher then follow instructions for what comes next.</li> </ul>	<p>5 min.</p>

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>• Hand out supplies to students, as teacher is ready for them to begin.</li> <li>• Teacher will review worksheets and posters after class alongside the “sentence starter” and gage whether more time is required for the poster making/research and incorporate this into the week.</li> <li>• Chime to get students attention</li> <li>• Put Sentences Starters (closure) on desks as students are putting supplies away.</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>• Depending on what block is taking place before this lesson a “brain break” may begin the lesson as a way of moving and refocusing into what is to come</li> <li>• Teacher will move around the room during the Work Block time and made observations about the conversations taking place and the work being completed</li> <li>• Challenges will be dealt with in a respectful manner and not publically wherever possible</li> <li>• Expectations around behaviour will be reviewed before the Work Block begins</li> <li>• Teacher will spend more time near students who are distracting one another or off task and provide ongoing support. If necessary, students who are distracting one another will be moved to different work areas</li> </ul>
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**Extensions:**

<p>This lesson will be extended into poster sharing in the next lesson. Depending on where students are at further time for poster making may need to be allotted prior to the poster sharing engagement.</p>
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**Reflections (if necessary, continue on separate sheet):**

<p>N/A</p>
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