# Bachelor of Education (Elementary)

# Mini-Lesson Plan

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| **Lesson Title:** | Hibernation Pt.2 | **Lesson#** | 3 | **Date:** | **November 28 2021** |
| Name: | Madison Schneider | Subject: | Language Arts | Grade(s): | Kindergarten |

Rationale:

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| This lesson is important because it teaches students that some animals hibernate, and some do not when the snow comes. It expands to show where different animals might spend the winter and the students get to have an active role of determining whether their animal hibernates or not, making it that much more connected to their learning. This lesson also builds on rhyming, patterns, repetition, singing, and sight words that all connect to expand student’s learning in a fun way. These are all important aspects of reading especially in kindergarten. This lesson also has great connections to the First Peoples Principles of Learning which will expand on students’ knowledge. This lesson is great to continue to expand hibernation lessons in the future in a variety of ways. |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. -Students engage in this competency by using oral storytelling skills, active listening skills, and communication skills to work together to organize our list of animals into the correct categories. Working together and helping each other during the activity builds relationships and aids in understanding. | **Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions.**  -Students engage in this competency by asking questions to engage in the topic; developing understanding of what animals hibernate and why, together. Students use reflective thinking to use prior knowledge to develop new knowledge. They have to think and plan which animal will fall into each category. |  |

Big Ideas (Understand)

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| -Language and [story](https://curriculum.gov.bc.ca/curriculum/english-language-arts/K/core) can be a source of creativity and joy. -Curiosity and wonder lead us to new discoveries about ourselves and the world around us. |

Learning Standards \*Cut and paste standards from the curriculum documents\*

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| * Use sources of information and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) to make meaning * Use developmentally appropriate [reading, listening, and viewing strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) to make meaning * Explore [foundational concepts of print, oral, and visual texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) | * Students know how to make meaning using predications and connections; making meaning from story using pictures, patterns, memory, and prior knowledge * Oral language strategies: focusing on the speaker, asking questions related to topic, making personal connections, taking turns * Take turns role playing as animals that might hibernate * Explore [literary elements and devices](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) by rhyming and singing |

Instructional Objectives & Assessment:

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| Instructional Objectives (Students will be able to…) | Assessment |
| * Demonstrate active listening skills * Make predications of the book and ask questions * Understand that multiple animals hibernate * Understand that not all animals hibernate * Learn where animals spend their winters/sleep * Engage with rhyming, patterns, and repetition to further reading abilities * Recall Secwepemc words for bear and snow and learn the word for winter * Role play as their given animal * Work together to organize animals * Practice rhyming and musical skills through song * Identify basic and familiar words in the song lyrics (is and the) | **Take your best go at this – You do not formally learn this until later in the term/program**  **Include:**  **WHAT (you are assessing)**  **HOW (you are assessing it)** -Find out what students know about hibernation already by having a discussion before reading about the past lesson on the bear, and what bears do during the winter.-Observe active listening skills through anecdotal recording -Observe understanding of which animals hibernate through activity  -Observe communication and collaborating skills in activity  -Observe student’s participation by keeping a checklist of active listening skills and engagement throughout lesson  **-**Discuss what students have learned at the end of the lesson |

Prerequisite Concepts and Skills:

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| **Take your best go at this – This comes with experience, knowing the curriculum, and most importantly, knowing your students!**  -Basic active listening skills  -Basic understanding that some animals sleep through the winter  -Know some basic sight words/letters and their sounds  -Basic print awareness |

Indigenous Connections/ First Peoples Principles of Learning:

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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)  This First Peoples Principles of Learning is explored through the class connecting as they listen to oral storytelling, participate in singing, and collaborating through an experiential activity. Rather than only sitting and listening, students get to explore an Indigenous frame of learning through a hands-on activity where each student get to explore being an animal from the book and connect the information they have just learned to sort where their animal might spend the winter. Students are up and out of seats, singing and communicating with each other and putting their knowledge towards deciding which den to physically crawl into. We will also as a class go over the Secwepemc words for bear and snow and add in winter. |

Universal Design for Learning (UDL):

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| -All students get the chance to get up and move around at one point to crawl into the caves.  -The lesson incorporates many activities to keep all students engaged.  -Multiple forms of representation are present in this lesson to keep all students engages-reading, pictures, singing, sight words, manipulatives (animal cards) will be held in students hands, experience in the caves.  -Students are able to move locations throughout the lesson, starting to face the reading chair, spinning bodies around to face the other wall with the song, moving to crawl into caves, and then returning to carpet.  -There are two caves for both hibernation and non-hibernation, to give a turn in a cave to each student, rather than only having one cave and having to take turns switching animals that go into the cave. This saves time and gives each student a fair turn in the cave.  -This is an experiential lesson because learning is reinforced through experience |

Differentiate Instruction (DI):

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| **Take your best go at this – You do not formally learn this until later in the term/program**  -Visual learners will be engaged through the pictures of the book, the song poster, and animal tags they get to interact with.  -Auditory learners will be engaged through listening to the story, song, and instructions.  -Hands-on learners will engage with this lesson through the activity of organizing the animals into their appropriate dens by actually getting to role play as the animals.  -Learners that learn best musically will be engaged through the song portion of the lesson.  -Students that cannot decide which den their animal belongs to can be assisted by the class and teacher in a nonthreatening way, which enables their learning in not having to complete this lesson on their own.  -The students that have a hard time sitting for long periods of time can be given fidgets and other manipulatives (the wiggle chair) to help focus.  -Students that have a hard time recalling what their animal did in the book receive a reminder through the song that is goes through it twice- teacher does not simply tell students where each animal sleeps, instead asks if they recall and students get to decide together where that animals slept which in turn helps to create the song. |

Materials and Resources

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| * A copy of the book “When It Starts to Snow” by Phillis Gershator * A copy of the song lyrics “Bear is Sleeping” * String, paper, glue, and pictures of select animals (bear, wolf, bat, deer, beaver, mouse, snake, ect.) * Black sheet and white sheet (over top of tables) |

Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| **Introduction (anticipatory set – “HOOK”):**  -Introduce the book “When it Starts to Snow” by Phillis Gershator  -Discuss our hibernating bear book from the week before. Ask if anyone remembers our Secwepemc words for bear and snow. Go over them: bear=skleqs, snow=swucwt  -Make predictions for this book.  - Introduce the Secwepemc word for winter: s7istk.  -Remind students that when we sing, communicate with each other, and experience by doing, that we are experiencing First Peoples ways of learning.  -Read the book | Students are…  -Showing active listening skills  -Asking and answering questions with hands raised  -Repeating after me the Secwepemc words  -Engaging in the book | 3 minutes  8 minutes |
| **Body:**  -Ask students if they were an animal that hibernates, which one would they be?  -Introduce the song “Bear is Sleeping” (lyrics up on the board)  -Ask students if there are any words that we might recognize? Point out is, a, up, and the. Sound them out and show what each individual letter sounds like. Ask if they show up anywhere else in the song.  -Go through the song with all the animals once to prepare for activity -bear, wolf, deer, bat, racoon, frog, beaver, snake, mouse, hedgehog, crow. | -Answering questions and engaging with activities  -Active listening  -Engaging and participating with learning the song and the different animals  -Pointing out common words and the sounds they make  -Sing along | 3  minutes  3 minutes  7 minutes |
| **Closure:**  -Sing through the songs again as a class and at the end of each version of the song with each animal call on a student that is sitting best, and give them their name tag (animal tag) and ask them if they go into the hibernation cave or the daily cave. Have students crawl into caves. After everyone has had a turn in the cave, ask them to count how many “animals” are in their cave.  Have them return to the carpet, return name/animal tags.  Ask students what they learned in this lesson for a final discussion. | -Singing the song as a class  -Participating and grabbing their animal card  -Deciding which den to crawl into, asking for help from classmates if needed  -Respecting that each student gets a turn and remaining patient  -Discussing what they learned | 5 minutes  1 minute |

Organizational Strategies:

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| -Giving students strict instruction of how to sit and what to do will keep keeping transition time low. **-**Have activities already set up to keep attention and transitions smooth  -Students get the chance to move around and participate in the activity after sitting for the story  -Teacher will complement students that are engaging appropriately -positive praise (I like the way \_\_\_\_\_\_\_ is sitting) |

Proactive, Positive Classroom Learning Environment Strategies:

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| **Take your best go at this – You do not formally learn this until later in the term/program**  **-** Praise appropriate and positive behavior  -Encourage all questions and answers  -Read expressively and loudly  -Clarify that saying the wrong answer and making mistakes is a good and acceptable thing |

Extensions:

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| **Optional**  -If students find this activity too easy, a wide range of animals can be added to increase difficulty. Animals can be decreased or different animals can be added if activity is too difficult.  -This lesson builds on past lessons of hibernation by increasing the number of animals that hibernate and where they do so. It also builds on sight words, rhyming and patters. This can be extened onto future language arts lessons.  -Future lessons can extend on this to develop an understanding how lowering heart rates and fat insulation allow animals to hibernate through the winter.  **-**Future lessons can also incorporate additional hibernation books and work on other reading strategies  -Future lessons can also expand in many areas including science, social studies, writing, art, and PE. |

Reflections (if necessary, continue on separate sheet):

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| Complete this after the lesson is delivered  This lesson went extremely well. Students were constantly engaged throughout the entire lesson. The lesson was fun and included a variety of activities that had good timing and transitions. Discussion points with students were excellent. Students were very engaged in learning a new song and singing with me when they could. There were little interruptions. The lesson was very organized and ran smoothly. Praising good behavior worked well and I was able to remind some students how to sit through this method.  Something to work on is more overall classroom management. I need to work on management strategies and tactics to help with those students that have a hard time staying focused and sitting still. Overall, the kindergartens impressed me with their overall engagement and ability to sit through my TC partner’s lesson as well as mine following hers. That was a lot to ask from them back-to-back. Although, since there were still some students that started to wiggle around during the lesson, I would need to have better techniques to get all students to focus a little bit better on the lesson. Yet, praising positive behaviour and sitting of other students did work well. However, I did have to stop often to keep this reminder in their heads. My faculty mentor gave me great feedback for the lesson. He noted that I had a great reading voice, pacing of lesson, and timing, all in a relaxing and engaging presentation style. He also stated that my discussion with the students was great as well as rapport with students. It was also pointed out by my FM and TM that my hibernation cave was an excellent idea that incorporated imagination and experience. Feedback given to help me improve was to keep working on and developing overall management strategies. Overall, I really enjoyed teaching this lesson and hope to be able to teach it again one day. |