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| **Teacher Name: Nathan Comstock** |  | **Date: March 14th 2019** |  |
| **Subject Area: Literacy** |  | **Grade: Kindergarten** |  |
| **Topic: The Great Outdoors** |  | **Time: 8:30 – 9:00** |  |

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| **General Learner Outcome(s)**  *Taken from Alberta Program of Studies* | * Speaking and listening (literacy) * Reading and viewing (literacy) * Writing and representing (literacy) * Develop number sense (numeracy) * Use direct and indirect measurements to solve problems (numeracy) |
| **Specific Learner Outcome(s)**  *Taken from Alberta Program of Studies* | * Uses appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns(literacy) * Make comments that relate to the topic being discussed (literacy) * Listening to and recites short poems, songs and rhymes; engaging in word play and action songs (literacy) * Develops a sense of story through reading, listening and viewing experiences (literacy) * Begins to identify some individual words in texts that have been read aloud (literacy) * Categorizes objects and pictures according to visual similarities and differences (literacy) * Subtilize familiar arrangements from 1-5 objects (numeracy) * Compare quantities 1-10 (different) (numeracy) * Represent numbers 2-10 concretely and pictorially (numeracy) * Compare two objects based on a single attribute, such as length, mass, and volume (numeracy) |
| **Learning Objectives**  *What do you want your students to learn?* | Students will be able to:   1. Listen to a set of instruction 2. Use problem solving skills to open locks 3. Work together as a team 4. Group item based on color 5. Work with letters and letter sounds 6. Work with numbers/counting 7. Work on their ability to decode (Morse code, puzzle – cut up image of Pete the Cat) 8. Act in an appropriate manner at the carpet circle 9. Comprehend a story that is read to them, answering questions throughout, and discussing and recognizing feelings (personal and of the characters) |
| **Assessment**  *How will you know your students have learned?* | **Formative Assessment:**  *Visual:*   * Anecdotal notes – short narratives that describe observations throughout the day, I will have differing sheets to write about each student which will be dated (Behaviour and Academics).   *Conversational:*   * Conversations with students are key to gauging their success within the activities, and to gather information on what they actually understand with each lesson. It will also be beneficial to write these in student’s anecdotal notes.   **Summative Assessment:**   * N/A |
| **Materials**  *What resources will you need?* | * Mystery Box * All of the clues for the various locks * Pete the Cat Book |

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| **Introduction**  *(attention grabber)* | * Have students sitting at the Carpet * Exclaim that today we are reading an amazing Pete the Cat book and we will do our talking stick quickly so we can get to the book * But wait… Pete the Cat is missing, and all our Pete the Cat books are missing * Students will be worked up at this point * The Smartboard will turn on (MRS. GARNER) and a video will begin to play – This video will be interactive for the students and myself | **5 mins** |
| **Body**  *(Activity #1)* | **Learning Activity Title – “Solving the Mystery Box”**  **Teacher Actions**  *Instructional Sequence* – Once the video has completed, instruct which students will be working at what tables   * At one station (back of the room) instruct students that they must find five Easter Eggs, and use their clue sheet to try to figure out how to unlock their group specific lock * Five eggs will be hidden in fairly obvious locations * Assist students in determining what objects could correlate to the sheet of paper on the floor in the back of the room * Each object must be placed on its image within the chart * This graph will assist students in solving the directional lock (right, up, up, right) * At another station (Green Table) students will be solving a sensory box mystery, where they must find all objects within the sensory box * In the sensory box, FIVE BLUE objects, SEVEN RED objects and NINE YELLOW objects must be found * Students will take these objects and place them on a color coordinated graph * They will then count these objects and determine the combination for one of the three digit locks * At another station (Yellow Table) students will be solving a puzzle mystery * This mystery is an image of peter the cat that has been cut into five sections * When the students put the image together properly it will reveal the word SPEED * This will be linked to the five letter combination lock * At another station (Red Table) students will be trying to solve a Pete the Cat book mystery * In one story Pete’s Shoes change colors, starting with white, then red, then blue, then brown * Once the students solve this order, they will find symbols on the image, that correlate to letters (Morse Code) * The students will then solve the word PETE and use that to open the four letter lock combination * At another station (blue table) students will look at their chart and see objects/people that are in our classroom * Students will then find sticky notes on these objects/people that have numbers written on them * Students will have to trace the line on their clue sheet to determine the order of the number to the corresponding lock * The FINAL lock will remain on the box… * Taped in the room will be a wanted photo of Mr. Comstock, that states that the students must ask kindly to receive the final KEY * All of the missing Pete the Cat stuff will be found in the box   **Student Actions**   * Students will listen to the instructions presented by the teacher * Students will listen to one another during their thought processes in solving the mystery * Students will being using a variety of developed skills (see above) to decode and solve this mystery * Students will be working together in order to solve all clues * Students will use HINT coupons if needed * Students will solve all the mysteries, and save all their Pete the Cat (Books, Drawings, and puppet) * Students will engage in appropriate and safe behaviour during this time * Laughter and fun will be encouraged   **Assessment Evidence**  *Formative Assessment –* visual/conversational/physical   * Anecdotal notes – short narratives that describe observations throughout the day, I will have differing sheets to write about each student which will be dated (Behaviour and Academics). * Conversations with students are key to gauging their success within the activities, and to gather information on what they actually understand with each lesson. It will also be beneficial to write these in student’s anecdotal notes. * Portfolios and work physically created by the students to show their growth over time. This shows teachers, parents and students themselves what they are accomplishing within the classroom. Encouraging students to be engaged in the selection process will also increase the value of the presentation of their work (videos)   *Summative Assessment –* N/A   * N/A   **Transition Details**  *Instructions –* Find a spot on the carpet   * Students will find a spot at the carpet and prepare themselves for the next activity * Wait time is key during this transition as students should be working on settling themselves | **20 mins** |
| **Accommodation**  **And Modification** | * This will be a portion of the document that will continually be expanded on as I know the unique needs of all the learners in my classroom * Having a variety of EA’s present in my classroom will be helpful in assisting with both accommodations and modifications * This will assist students in all learning in a fair environment that is adapted to them individually * Allowing students to sit where they need to, to assist their own listening and participation * Providing hints, and different leveled mysteries to be solved |  |
| **Body**  *(Activity #2)* | **Learning Activity Title – “Read Aloud”**  **Teacher Actions**  *Instructional Sequence* – students are now back at the circle   * Explain to students how to act during a read aloud * Have students answer different questions during the reading * Have students sitting on their bottoms ready to listen   *Resource used –* Pete the Cat   * This book helps in furthering the theme of community helpers is used as it is part of a bigger activity within the classroom   **Student Actions**   * Students will listen to, and follow instructions provided to them * Students will interact with the reading in a positive manner and will be encouraged to communicate when it is appropriate to do so * Students will openly discuss feelings, using the zones of regularity as an anchor chart to assist them * Students will use counting, letter, and various other skills while listening to the read allowed   **Assessment Evidence**  *Formative Assessment –* conversational/visual   * Conversations with students are key to gauging their success within the activities, and to gather information on what they actually understand with each lesson. It will also be beneficial to write these in student’s anecdotal notes. * Anecdotal notes – short narratives that describe observations throughout the day, I will have differing sheets to write about each student which will be dated (Behaviour and Academics).   *Summative Assessment –* N/A   * N/A   **Transition Details**  *Instructions –* Quitting Time   * This allows students a chance to practice counting from 10-1 * Once they reach the end point of counting they drive off back to their desk space | **5 mins** |
| **Closure** | * Ask students how they solved their clues * Have them explain all of their steps * Ask students questions about the book * This will test their comprehension skills, which will be helpful in the assessment process * Get students up and moving so they are ready for the next activity |  |