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| Teaching/Action Plan | | |
| Title: | | Teacher: |
| Grade:  Subject: | | Date:  Time/Duration: |
| **Big Idea(s) (What students will UNDERSTAND -** Key Concepts/Essential Understandings**)** | | **Learning Intention(s)**: |
| **Curricular Competencies (What students will DO – Important skills and processes)**  Students will be able to use the following process(es) to: | |
| **Concepts and Content (What students will KNOW)** | |
| **Essential Questions:** | | |
| **Assessment: What do you want your students to learn? How will you know they have learned it?**  *Assessment FOR learning*   * What type of formative assessment will you use (i.e conferencing, observable skills or behaviours, exit slips, finger count, etc.)?   *Assessment OF learning*   * What type of summative assessment will you use (performance task such as art project, including assessment tool – rubric, criteria checklist, etc.) * Attach exemplars (original artwork, not necessarily produced by the teacher candidate) * Attach assessment tool (i.e. rubric, criteria checklist, etc.) | | |
| How I Will Teach This | | |
| **Materials and Technology:** | **Preparation:** Where will you lay out the materials and how will students access them? List the materials preparation, set-up requirements, classroom arrangement, project steps and processes, assessment tool (i.e. rubric, criteria checklist, etc.) | |
| **Resources and References:**   * Resources for project (i.e. web links, books, posters, art gallery visits, etc.) * Websites | | |
| **Overview:** In this lesson, students will….  **Connecting:**   * **Engage/Activate prior knowledge/Predict content/Focus or set the purpose**   In this part of the lessons, the concept is introduced or the essential question is posed. **Interest is generated (hook),** prior knowledge is activated, and the purpose is set. The teacher demonstrates new skills needed to accomplish the task/inquiry. Opportunities are provided for students to view and respond to ideas or visual provocations.  **Processing:**   * **Construct meaning/monitor understanding/Process ideas**   In this part of the lesson, the teacher guides the students to practice new skills, explore new ideas/materials and/or generate a plan (For example: create a sketch).  **Transforming and Personalizing:**   * **Synthesize ideas/Apply knowledge/Reflect on thinking and learning**   In this part or the lesson, the students carry out their plans, experiments with materials and work through the processes. Opportunities are provided for the students to develop, refine and improve the quality of their works/creations. Students share their work and reflect on the processes. | | |
| **Extension and Cross-curricular Connections:**   * Cross-curricular connections (i.e. Science, literature, etc.) and project relevance (i.e. social, cultural, environmental) | | |
| **Special Considerations:**   * How have you differentiated the lessons to meet the variety of learning styles and needs of your students? Describe. * What extension activities have you provided for those who are finished early? * Have you considered all safety/logistics factors for your lessons/unit? What are they? | | |