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| **Teaching/Action Plan** |
| **Title:** Intertidal Life Inquiry | **Teacher:** Y. Dawydiak & Bev Bunker |
| **Grade:** 3 **Subject:** Science, Arts, LA | **Date:** February 14, 2019**Time/Duration:** 4-5 lessons |
| **Big Idea(s):*** Living things are diverse
* Creative experiences involved interplay between exploration, inquiry, and purposeful choice.
 | **Learning Intention(s)**:* I can make detailed observations about plants in my local environment.
* I can use creative thinking to transform physical characteristics into personality traits.
* I can select key information from a variety of reliable sources.
* I can create mixed media art of a plant in my local environment.
* **I can make a connection between a plant and my identity and communicate this in art and words.**
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| **Curricular Competencies:*** Make observations about living things in the local environment.
* Explore identity and place through arts experiences.
* Using sources of information and prior knowledge to make meaning.
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| **Concepts and Content:*** Biodiversity in the local environment
* Processes, materials, technologies, tools, and techniques to support arts activities
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| **Core Competencies:*** PS: Personal Identity
* T: Critical & Creative Thinking
* C: Communication
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| **Essential Questions:** What plant best represents you? |
| **Assessment:***Assessment FOR learning* * I can make detailed observations about plants/animals in my local environment.
	+ Assessment through observation of student photos and sharing. Looking for specific information (e.g. key features, height/length, texture).
* I can use creative thinking to transform a physical characteristic into a personality trait.
	+ Assessment through short stories. Looking to see that students have made a reasonable connection between a physical characteristic and personality trait.
* I can select key information from a variety of reliable sources.
	+ Assessment through student notes. Looking for use of key words rather than whole sentences and a list of sources. Students can explain why they chose a specific source.
* I can create mixed media art of a plant/animal in my local environment.
	+ Assessment through artwork. Evidence of multiple media and an abstract or realistic representation of the chosen plant.

*Assessment OF learning* * Final Art Project & Description (single point rubric)

**Learning Intention:**I can make a connection between a plant/animal and my identity and communicate this through art and words.**Criteria:*** Artwork uses at least two different media effectively to show plant or animal’s features
* At least 3 thoughtful reasons why plant/animal is like your personality are communicated
* Communication is articulate and uses appropriate scientific vocabulary
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| How I Will Teach This |
| **Materials and Technology:*** Mobile devices (e.g. iPads)
 | **Preparation:** * Prepare Padlet in advance
* Ensure mobile devices are charged
* Students need weather appropriate clothing
* Art materials organized in advance
* Digital resources available on devices
* Collect plant books and encyclopedia from library
* Create models of photos, short story, and artwork
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| **Resources and References:*** Discovery Education
* Learn 360
* World Book Student
* Student photos of natural environment (if done place based/in the field) or artifact (if done in class)
* Intertidal Life, seashore field guides or encyclopedia
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| **Overview:** * Visual Provocation: Images of intertidal plants and animals (reminder re: care in local environment – don’t ‘rock’ the rocks; life them!)
* What do we already know/notice about these plants and animals/this environment?
* Orally sharing observations in groups
* Preparing for photo walk by connecting to knowledge of scientific observations (or providing in class artifacts to inform observations)

**Processing:** * Sharing out photo observations
* Modeling of creative thinking
* Creating short stories to represent chosen plant or animal.

**Transforming and Personalizing:** * Selecting a plant/animal to transform into a “person” through story
* Exploring sources to identity key information about their chosen plant/animal
* Connecting research to the concept of biodiversity
* Exploring different art media
* Opportunities for self and peer assessment throughout the creative process
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| **Extension and Cross-curricular Connections:*** This unique learning experience could be further extended into Science, Arts Education, and Language Arts by connecting to First Peoples’ stories of the local environment and creating artistic and linguistic representations (e.g. poems, stories) about the importance of plants/animals
* Possible extensions to Math (e.g. measurement), Physical & Health Education (e.g. promoting mental well-being, healthy relationships, connections between outdoor environment and community),
* Relevance is exploring the concept of self identity and connecting with the natural environment for well-being, understanding local community, and cross-curricular connections.
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| **Special Considerations:*** How have you differentiated the lessons to meet the variety of learning styles and needs of your students and/or have you incorporated UDL guidelines (Multiple means of Representation, Action & Expression, Engagement) to meet learning needs. Describe.
	+ Representation: photos, oral language, audio/video resources
	+ Action & Expression: photography, mixed media art, spoken or written language
	+ Engagement: Choice of plant/animal and art media
* What extension activities have you provided for those who are finished early?
	+ N/A as lessons take place over several days; these are examples of low floor/high ceiling; open ended opportunities to support varied learners.
* Have you considered all safety/logistics factors for your lessons/unit? What are they?
	+ Outdoor safety - walking as a group, what not to touch ;
	+ Responsible use of devices/photos; Conservation-minded exploration
	+ Online safety through use of trusted, familiar resources
	+ Art materials in central location - one group at a time selects what they need
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