

Abridged Lesson Plan Template

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| Subject / Course: Science | TC Name: Kaliyah Malcolm |
| Grade Level: 1 | Date: |
| Topic: Introduction to Structures; scavenger hunt | Time of Class: |
| AT Name: N/A | Room # / Location: N/A |

1. Instructional Expectations and Learning Skills (include overall and specific expectations)

Overall:
Science

D2. Exploring and Understanding Concepts demonstrate an understanding that objects, including structures, have observable characteristics and are made from materials with specific properties that determine how they are used

Specific Expectations:

Science

- **D2.1** describe objects as things that are made of one or more materials
- **D2.3** identify materials that are used to make various everyday objects, including structures
- **D2.4** describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses
- **D2.5** describe the purposes of everyday objects, including structures
- **D2.6** identify properties of materials that enable the objects made from them to perform their intended function

| 2. Learning goals | 3. Success Criteria |
|--|---|
| We are learning to identify objects, materials and structures. | We know we are successful when we can .. <ul style="list-style-type: none"> - identify objects that are made of more than one material - find structures in our classroom that we use every day - describe characteristics of objects and structures in our classroom - discuss the purpose of structures in our everyday lives |

| 4. Pre-assessment and Addressing Student Needs |
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| <p>Academic needs:</p> <ul style="list-style-type: none"> - Allowing students to work collaboratively with others - Providing students with ample time to interact with learning material - frequent check in's on students to make sure they are completing work and understanding concepts <p>Physical/behaviour needs:</p> <ul style="list-style-type: none"> - close proximity - EA support for students who require 1 on 1 support - Allowing frequent breaks for students - Chunking work - Providing task cards for students during academic tasks (focusing on numbers) <p>Diversity/Inclusion:</p> <ul style="list-style-type: none"> - allowing students to represent how they understand playgrounds and structures - including and valuing all student's ideas during large group activities - speaking about different parts of the world and including many different cultures and countries (where students may be from and researching the time of day they are experiencing) <p>Social-emotional learning:</p> <ul style="list-style-type: none"> - allowing students to take a break when experiencing frustration - Providing SEL strategies for students (breathing, calming corner, walks and quiet in the classroom) - encouraging students to do their best |
| 5. Content |
| <p>Important Definitions: (student-friendly language)</p> <ul style="list-style-type: none"> - A structure is not only an object but also the supporting framework that holds an object together. |

- **Materials** are the substances from which something is made.
- An **object** is a thing that is made of one or more materials.

6. Learning Environment and Required Resources

- computer and speaker
- whiteboard and markers
- Structures video on youtube
- Scavenger hunt worksheet
- pencil and erasers
- clipboards/hard surface to write on
- [Structure ppt](#)

7. Scaffolding via Gradual Release of Responsibility and Planning the Feedback

a) Hook/Minds-On

** Introduction to structures

Teacher question:

When I say the word structures what do you think this means?

Student response:

- buildings
- construction sights
- bridge

Teacher response:

Great ideas! Structures are objects and frameworks that hold an object together. For example, when we think of a house it's not only an object but it is a structure that is put together to give us shelter. What are some other types of structures that you can think of?

Possible student response:

- a car
- table
- desk
- chair

Assessment

How will you gather evidence of student learning?

Observations of:

- students making connections to materials like glass, plastic, wood, paper, plastic
- students looking around the classroom to see which ones are structures

student/teacher conversations (whole class, small group, individual questioning):

- students talking about the many different types of structures we have in our communities and classroom
- students asking questions about different types of structures
- identifying types of structures

student tasks / products that provide students with ways to demonstrate learning, specifically:

- umbrella

Teacher response:

Yes absolutely, now that we can give some ideas for a structure, we start to think about the materials that are used in structures. **Materials** are the substances from which something is made. What types of materials do you think are needed to hold a house together?

Possible student response:

- wood
- metal
- bricks
- walls

Teacher response:

Wonderful ideas, when we think of objects, objects are made of one or more materials. (substances) So I want you to all look at your shirts/sweaters. These objects or clothes are made up of fabrics. Look at your shoes, what do you think your shoes are made of? What about the tables? Chairs?

Possible student response:

- *tables are made of metal and wood*
- *shoes are made out of rubber and plastic*
- *chairs are made of plastic and wood*

- completing scavenger hunt
- identifying different materials, objects and structures in the classroom that have the designated materials from the scavenger hunt

b) Action

Activity 1: Material Sort

- with students in a large sharing circle, share a few images with them from your bin or bag to see if they can identify different objects that are made out of these types of materials (wood, metal, glass, paper, cloth/fabric, glass, concrete, plastic)
- get the students to touch the items and pose questions on what they might notice and or feel
- once students were able to investigate materials, sort them based on their properties

*Once students have sorted the materials, teachers can ask(for more understanding of students knowledge) :

- What do we notice about the materials?
- Which items are similar? Different?

Students will then go on a scavenger hunt around the classroom:

- students will be given a worksheet with 6 headings, they need to look around the classroom to find structures/objects around the classroom that are made or have wood, paper, metal, plastic, cloth/fabric, or glass in them (materials)
- students can choose to write or draw the objects in the squares below, give students approximately 10-15 minutes to complete this task, once students have completed task get them to help other students around the classroom find some materials OR look for another item with the same materials in the classroom to support their learning

c) Consolidation

Ask students:

- What did you find made of paper? wood? glass? plastic? metal? (etc)
- How did you know these objects were made of these materials?

** To check for understanding point out the objects to the students and get them to investigate if their thoughts were correct. Once this is completed get students to tidy up and give their worksheets to you or in their paper bins

- remind students to clean up all their belongings and activities before moving on to activity time

Worksheet template:

| Paper | Wood | Metal |
|---------|-------|-------|
| | | |
| Plastic | Cloth | Glass |
| | | |

Safety Procedures:

- Review with students indoor rules
(walking indoors at all times, observing objects with eyes, if unsure of materials ; seek teacher support with using their sense of touch)
- All glass materials should be stored away in a locked cupboard away from students, teachers MUST handle all glass materials to prevent shattering of glass
- Wooden materials should be sanded and groomed to prevent splinters
- Students must wash or sanitize their hands before touching and using all materials during sorting activity
- Review with students how to use their 5 senses (reminding them touch is only necessary when they are unsure of an objects material and must seek teacher support before completing task; TASTE is not to be used at anytime during the science activities)
- Classroom phone or walkie-talkie available for immediate support if required
- First Aid Kit should be readily available at all times nearest to the front door of classroom or on the teachers desk