

Lesson Date: June 15	Grade level: 4	Subject(s): Science	Lesson title: Biomes on Flip Pt. 1
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Curriculum Connections/Pedagogical Plan

Big Idea(s):

- What will the students understand?
 - ❖ All living things sense and respond to their environment.
- What key or essential question(s) will be addressed?
 - ❖ How do living things sense, respond, and adapt to stimuli in their environment?
 - ❖ How is sensing and responding related to interdependence within ecosystems?

Curricular Competencies:

- What will the students be able to do?
 - ❖ Demonstrate curiosity about the natural world
 - ❖ Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches
 - ❖ Co-operatively design projects
 - ❖ Transfer and apply learning to new situations
 - ❖ Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate

Content:

- What will the students know?
 - ❖ Biomes are regions grouped by similar temperature and precipitation (e.g., climate: long-term weather patterns) as large regions with similar environmental features.

Indigenous Perspectives:

- How will Indigenous knowledge and ways of knowing be honoured and embedded authentically into the lesson?
 - ❖ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Assessment Design

Formative:

- Observations
- Exit slip

Summative:

- Final video

Activities

Considerations for lesson planning:	Estimated time:	Teacher Activities (what is the role of the teacher?):	Student Activities (what is the role of the students?):	Preparation (resources/supplies):

<p>Part One: Introduction to the Lesson</p>	<p>5mins</p>	<ol style="list-style-type: none"> 1. Introduce the project <ol style="list-style-type: none"> a. Students will pick a biome out of a hat. b. Once they have their biome they must find 1 other student to work with that picked the same biome as them. c. Their job is to research their biome and answer a list of 5 out of 6 essential questions (1 to be left for somebody else to respond to). d. Once students have found the answers to their essential questions, they will then make and post a video on Flip to teach other students what they learned about this biome. 2. Note: all instructions will be given in the form of a handout, as well 	<ol style="list-style-type: none"> 1. Listen to instructions and ask any questions. 	<ul style="list-style-type: none"> - Essential Questions <ul style="list-style-type: none"> - What is the climate of this biome? - What types of habitat would you find in this biome? - What kind of animal and plant adaptations may be found within this biome? - What kind of human activity would be found in this biome? - What are 3 animals and 3 types of plants that you may find in this biome? - What are 3 examples of places in the world where you would find this biome? - Cut up pieces of paper with biomes listed <ul style="list-style-type: none"> - Aquatic - Grassland - Forest - Desert - Tundra
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		as posted on our class blog.		
Part Two: Body of Lesson	50mins	<ol style="list-style-type: none"> 1. Work time for students. 2. Note: encourage students to collaborate with others who are doing the same biome if they need assistance before asking the teacher. 3. Note: encourage students to use features within their video (text, pen, board, stickers, GIF's, and/or photos). 	1. Work time.	- Computers/ Laptops/lpads
Part Three: Closure of Lesson	5mins	<ol style="list-style-type: none"> 1. How are students progressing? Do they need more time? 2. Exit slip: 2 things they learned about their biome. 	<ol style="list-style-type: none"> 1. Ask any questions. 2. Complete exit slip. 	- Exit slip

Lesson Date: June 16	Grade level: 4	Subject(s): Science	Lesson title: Biomes on Flip Pt. 2
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Curriculum Connections/Pedagogical Plan
<p>Big Idea(s):</p> <ul style="list-style-type: none"> ● What will the students understand? <ul style="list-style-type: none"> ❖ All living things sense and respond to their environment. ● What key or essential question(s) will be addressed? <ul style="list-style-type: none"> ❖ How do living things sense, respond, and adapt to stimuli in their environment? ❖ How is sensing and responding related to interdependence within ecosystems?
<p>Curricular Competencies:</p> <ul style="list-style-type: none"> ● What will the students be able to do? <ul style="list-style-type: none"> ❖ Demonstrate curiosity about the natural world ❖ Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches ❖ Co-operatively design projects ❖ Transfer and apply learning to new situations ❖ Represent and communicate ideas and findings in a variety of ways, such

as diagrams and simple reports, using digital technologies as appropriate

Content:

- What will the students know?
 - ❖ Biomes are regions grouped by similar temperature and precipitation (e.g., climate: long-term weather patterns) as large regions with similar environmental features.

Indigenous Perspectives:

- How will Indigenous knowledge and ways of knowing be honoured and embedded authentically into the lesson?
 - ❖ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Assessment Design

Formative:

- Observations

Summative:

- Final video responses to peers

Activities

Considerations for lesson planning:	Estimated time:	Teacher Activities (what is the role of the teacher?):	Student Activities (what is the role of the students?):	Preparation (resources/supplies):
Part One: Introduction to the Lesson	5mins	1. Review what was done last class <ul style="list-style-type: none"> a. Completed video on Flip about their biome. 	1. Ask any questions.	
Part Two: Body of Lesson	50mins	1. Work time for students.	1. Find 2 classmates' videos (2 different biomes that you did not cover) on the class Flip page and respond to the essential question they left for you to find via video (include a part where you state a like, connect, or question). 2. Note: encourage students to use	- Computers/ Laptops/ Ipads

			features within their video (text, pen, board, stickers, GIF's, and/or photos).	
Part Three: Closure of Lesson	5mins	1. Review what was learned.	1. Ask any final questions.	