

Julia's Lesson Plan

Date: October 2, 2019

Strand/Topic: Problem Solving and Innovating/Bee Inquiry Unit

Mini-lesson

Main Idea:

Students have been interested in bees. Today they will learn about the stages in their life cycle.

Curriculum Objectives:

OE 29. demonstrate an understanding of the natural world and the need to care for and respect the environment

13.1 state problems and pose questions in different contexts and for different reasons (e.g., before, during, and after inquiries)

1.2 listen and respond to others, both verbally and non-verbally

1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know (e.g., contribute ideas during shared or interactive writing; contribute to conversations in learning areas; respond to educator prompts)

About the Learners:

- Students are very active, this lesson gets them moving on the carpet!
- Writing is not their favourite activity, but they enjoy drawing

Learning Expectations:

Learning Goal:

I can tell a friend the life cycle of a bee.

Success Criteria:

I will move along with the story.

I will draw it on the pieces of honeycomb.

I will tell a friend all the stages.

Materials:

Life cycle of a bee story

Websites:

n/a

Activity: Whole Group Mini-Lesson

Students will be seated as a whole group on the carpet.

I will tell the students that we are going to learn all the life cycle stages of the bee. I will read the story to them and they will move as they hear to do so in the story.

Assessment:

The students will be assessed at the Science table by seeing who is engaging with the material and who is not. **Differentiation** will be used as they can choose if they write, draw or both.

Teacher Reflection:

This lesson went really well because the students enjoyed moving on the carpet. It was easier to keep their attention because they were engaged in gross motor movements while learning.