

Backwards by Design Lesson Plan Template

Subject/Grade: Science 1/2 Lesson Title: What Occurs in Each Season Lesson & Art Creation (Spring & Summer) Teacher: Miss. Peterman	
Stage 1: Identify Desired Results	
Outcome & Indicator #1: DS 1.1 - Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording. (h) Sequence or group objects, materials, and events according to one or more attributes related to daily and/or seasonal changes (e.g., group pictures by season, sequence activities according to time of day, group clothing items by season, and sequence stages of garden growth). Outcome & Indicator #2: DS 1.2 - Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location. (d) Examine seasonal changes in the characteristics, behaviours, and location of plants, animals, and humans (e.g., plants sprout in the spring, some trees lose their leaves in the fall, some rabbits change colour in the winter, some animals hibernate during the winter, and humans play different sports in the winter than in the summer). Outcome & Indicator #3: CP1.7 - Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work. (b) Represent details of the physical appearance of plants, animals, people, and objects, noting how patterns can be created by repetition of colours, lines, and shapes.	
Key Understandings: ('I Can' statements) <ul style="list-style-type: none">• I can tell the difference between spring and summer.• I can show my understanding through art.• I can identify what occurs in the spring.• I can identify what occurs in the summer.	Essential Questions: <ul style="list-style-type: none">• What is the difference between spring and summer?• What does summer look like?• What does spring look like?• How can I show spring through art?• How can I show summer through art?
Prerequisite Learning: <ul style="list-style-type: none">• Skills/knowledge when using glue.• Knowing the four seasons.• Knowing what each season looks like/what happens in each season.	

- Knowing that spring and summer are two different seasons.

Instructional Strategies:

- Hands-on (or physical) learning will be used throughout the lesson. The students will be directly working with art materials to create both spring and summer trees.
- Rather than the students listening to me talk at the beginning, we will use the cards together to talk about the seasons. This will provide more overall engagement.
- Throughout the lesson, brain/movement breaks or pauses will occur if the students do not seem to be engaged.
- For the art portion, I will demonstrate what to do using the document camera as the students follow along. This will ensure that they all know what to do and that they all stay on task.

Stage 2: Determine Evidence for Assessing Learning

First of all, formative assessment will occur while we are sorting the cards between the two seasons. This will be for the students to gain more knowledge and/or be reminded of what occurs in spring and summer.

This lesson will also incorporate a summative assessment at the end. To see if the students understand the differences between seasons and what each season looks like, they will create an art piece. They will be assessed on if the art piece looks like the correct season (spring or summer for each piece).

Stage 3: Build Learning Plan

Set (Engagement): **Length of Time:** 5 minutes
The students will be seated on the carpet to begin the lesson. As they are seated, I ask if they remember the four seasons. After they say yes, I will mention how today we will talk more about spring and summer and we will be doing some art too.

Development: **Length of Time:** 20 minutes
I will have two stacks of cards. On the whiteboard on the carpet, I will stick the words “spring” and “summer” at the top of the board. Before the activity begins, I will remind the students that they raise their hand if they think it is spring and keep it down if they think it is summer. Then, as a class, I will hold a card up that has a characteristic or activity on it. The students will either raise their hand or keep it down, depending on the season that they think it is.

Materials/Resources:

- Blue construction paper (one sheet for each student).
- Green pom poms
- White liquid glue.
- Orange pom poms
- Pink pom poms
- Purple pom poms
- Toilet paper rolls (one per student).

Possible Adaptations/

Differentiation:

- Some students may want to only put on one colour of pom-poms, which will

After we reach a choice, I will place the card under the chosen season. We will repeat this with all of the cards.

Before explaining the art activity, we will do a quick movement break that involves the following stretches (if needed):

- Standing up and spreading out
- Reaching up to touch the sky
- Reaching to the side
- Reaching to the other side
- Reaching down to touch our toes
- Twisting side to side
- Then, sitting back down on the carpet where they were before.

Following this movement break, the students will be seated on the carpet to hear instructions. I will have a small amount of each of the materials used for the lesson beside me. I will explain that we are making two trees (a spring one and a summer one). I will show them what each tree should look like (green pom poms for summer and different coloured pom-poms for spring). Then, the students will go to their table by being called by table groups.

Once the students are at their tables. They will follow along on the craft with me as I use the document camera. The bottom of the tree (the toilet paper rolls) will be hot glued on previous to this lesson.

We will start with summer. On the document camera, I will glue the green pom poms onto the top of the tree. The students will be encouraged to follow. After I glue a few on, I will walk around the room and watch/help the students.

Then, as they finish with summer, we will move on to the spring. Once again, I will glue a few pom poms onto the treetop. The students will copy. I will walk around the room to provide assistance.

Learning Closure: **Length of Time:** 5 minutes

As the students finish their crafts, they will each be given a wipe to clean their hands. Then, they will be told to clean up their area. To do this, they will throw any trash away. They will also be reminded to leave their crafts on their tables to dry. If time permits, a quick check-in will occur where I will ask the students which two seasons we did today in class.

also be okay. As long as it is still a spring colour.

- When the word “spring” and “summer” are written by the student at the top of the paper, some students may have trouble writing this. For these students, I will dot the letters out and they can trace them over.

Management Strategies:

- Movement break before switching to the art time.
- The students will head to their tables with their table group, rather than all going at once.
- During the lesson, the students will be reminded to keep their art pieces, pom poms, etc, on the top of their table.
- The students will raise their hands when answering a question rather than blurting it out.

Safety Considerations:

- The kids possibly putting glue near their faces. During the lesson, students will be reminded and watched to ensure that they are using the glue appropriately.

Stage 4: Reflection
*** To be done after the lesson