

Subject/Grade: Grade 4 Science Lesson Title: Class virtual field trip- exploring rocks around the world for the first time Teacher: Miss. Finlay Date: September 15th, 2022

Stage 1: Identify Desired Results

Outcome/Indicator(s):

RM4.1

Investigate physical properties of rocks and minerals, including those found in the local environment.

b) Document the locations and characteristics of rocks that exist in their local environment

(g) Record observations of rocks and minerals using jot notes, labelled diagrams, and charts.

(h) Compare the physical properties of rocks and minerals from the local environment with those from other geological areas

(l) Develop simple generalizations about the physical characteristics of rocks and minerals based on observation and research

Key Understandings: ('I Can' statements)

- I can identify that rocks are different colours
- I identify that rocks are different shapes and sizes
- I can understand that rocks are located all across the world
- I can observe videos and pictures to make comparisons
- I can document my observations using jot notes

Essential Questions:

- Where are rocks located?
- Are rocks different from one another?
- How do I record my observations?
- How do I know that rocks can be different shapes and sizes?

Prerequisite Learning: Students have no prior knowledge on rocks and are beginning to explore for the first time. Students will have prior knowledge on how to “observe” in science, but this will be a great practice and introduction on how to make observations and the expectations for them moving forward into the school year.

Instructional Strategies:

- The whiteboard will be used throughout the lesson so that students can visually see what they have brainstormed as a group and possible ideas on what to write down in their “passports”
- Demonstration will be used to show students how to complete the activities within class (Miss. Finlay will provide an example of what can be written in the passports)
- Visual aid of a projector will be used so that the entire class can participate/interact and observe different rocks across the world

Stage 2: Determine Evidence for Assessing Learning

Assessment throughout the class:

Formative: Teacher will observe the class and look for engagement, participation, and a level of understanding on the concept of making observations on rocks within different locations.

Students will also be formatively assessed as they are working

- At the end of class, students will hand in their work and the teacher will formatively assess the evidence of students' engagement, understanding and learnings from this lesson.

Stage 3: Build Learning Plan

Set (Engagement):
Time: 3 min

To gain students attention, Miss Finlay will welcome students with a greeting:

Good morning grade 3/4s, how is everyone doing today?

I am so excited to tell you all that I am going to be teaching you science until christmas! Does anyone remember what my favourite school subject is?

Length of

Materials/Resources:

- “Passport” hand out
- Projector
- Speakers for audio

**Possible Adaptations/
Differentiation:**

- Some students in the class can stay better engaged while twiddling thumbs. If students are

Miss Finlay will look for raised hands and call on a student to answer (this will create student engagement).

Science is my absolute favourite. Together you and I are going to learn about our amazing earth and all of the beautiful rocks that we have!

Before we begin the lesson I will ask the following question:

Who here likes to collect rocks?

Who here has a rock collection?

By asking the above two questions, my goal is that students become engaged and excited to learn about rocks, as they begin to make connections between the unit we are about to begin and their personal interests.

Development: _____ **Time:**

35min

Class handouts: 4 min

Miss Finlay will explain the activity, and hand out "passports" to each student, instructing individuals to write their name on the front cover.

Raise your hand if you would like to go on vacation and visit different countries.

I would love to travel the world. One thing I am curious about is what kinds of different rocks we have here on earth. So I was at home thinking to myself, I should go on a holiday to visit different rock locations and take the grade 3/4s with me!

Does that sound like a good idea?

In order to travel to different countries, we will each need a passport... But don't worry, I have one for each of you! As I hand these out I want you to write your name on the front cover. When you are done, place your pencil at the top of your desk, and place one finger on your nose. By doing this, I will know that you are finished and ready for the next steps.

Explaining purpose of the activity :

- A virtual field trip will be provided by the teacher through google slides.
- Teacher will explain the meaning of observation (what you can see. No

respectful, non disruptive and still are able to pay attention, the teacher will not remove the activity.

- Noises in the classroom will be kept at an appropriate level to ensure that each student feels comfortable, and are able to hear classmates as well as the teachers during discussion and instruction.
- This lesson uses multi-sensory learning for students. Auditory instruction is provided by the teacher, as well as visual representations via white board examples.
- Auditory and visuals are also provided through google slides.
- Using a variety of methods to teach, provides support for student comprehension.

Management Strategies:

- Teacher models behaviour that is expected from students

predictions of what's happening, there needs to be evidence.) and assign that role to the students as they attend the virtual field trip.

During this trip, it is our job to make observations.

Who here knows what an observation is?

Answer: an observation is information that we can gather with our five senses. Today our field trip is virtual, so we will be making observations with our sight, by looking at the videos displayed on the projector.

- Students will be directed to help choose countries to go to (using popsicle sticks) as well as think about what they see within the videos (their observations).

I need each of you to pay really close attention to the places that we visit. Can you do that?

We have many different locations that we can choose from to visit, so today I am going to draw popsicle sticks to help us decide who is going to choose where to go. Once we visit the country I want you to pay really close attention to what you see!

Group Activity Part 1:

Visit each country. Write down and discuss observation.

- When a country is chosen to visit by a student (using popsicle sticks) students will be directed to open their passports to that country.
- Miss. Finlay will click on the chosen country and play the videos that are linked.
- After each video, a quick 1-2min discussion will occur where Miss Finlay will ask students what they observed.

Raise your hand if you would like to share what you observed during this video.

- Students will raise their hands to answer. Miss Finlay will write answers on the board as students are called upon to share their observations.

- Praise students for hard work and good ideas
- Give clear expectations for students for when they are done their work
- Redirecting behaviour to match classroom expectations.

Safety Considerations:

- Have the students listen carefully to instructions so that each student knows what is happening within the lesson at all times.
- Consider safety of students when working with a class, students should not feel left out when working on class discussion

- Miss Finlay will instruct students to write down in their own passports (on the lines provided) 3 things that they noticed (observed) within the video.

Now that we have a whole list of things that we have observed, I would like you to write three of observations down in your passport, so that we never forget these beautiful rocks that we visited

- Students will then check off the box that indicates that they have visited the country.

Now that we have visited this country, place a check mark in the box to show that we have been here.

Group Activity Part 1:

- On the last page students will write down their favourite place that they visited on the line provided.
- When done writing, students will draw a picture and colour their favourite rocks that was visited

Extension:

Students may colour the front cover of their passports if time remains at the end of the “field trip”

Learning Closure:
1min

Time:

students will be instructed to close their passports and hand them into the science basket that is located at the front of the classroom (on low table). They will then sit at their desks. Miss Finlay will thank the students for their engagement and participation during this lesson and hand the class over to Mrs. Kendall.

Stage 4: Reflection

Science Day 1:

September 15th, my first day beginning my rocks, minerals & erosion science unit. The first couple weeks of school consisted of classroom procedures (setting up class expectations and routines). Today I taught a science lesson where we went over the definition of "observation" as well as explored rocks from different geological locations, including from our local environment through a virtual class field trip. Below this post I am hoping to upload documents which include the virtual field trip through a google slide, and the supporting document/activity (through a passport workbook).

During this lesson I asked my coop teacher to observe the following:

1. Time management: I chose time management as a professional goal to work towards due to the fact that I find myself feeling rushed when the end of a lesson is nearing to ensure that everything gets covered and indicators that I have set out to reach are met. I asked my coop teacher to observe the speed of my voice and to note if it increases as well as how I handle the end of my lessons. I planned for a calm ending to the lesson and was set out to be okay with the fact that time may run out during the lesson.

I set up my lesson in a way that ensured that I could end the lesson whenever needed so that I would feel less pressure to get through everything. I did this by having students observe and compare rocks from different geographical locations. In total I set up 6 locations to visit, but as long as we as a class simply got through 2 locations the goal of comparing and observing rocks was being met.

2. Clear directions: I chose clear directions as another goal to work on to ensure I did not get ahead of myself during my lesson time. I was very excited for this lesson as it is my first one within the subject of science. Making sure I took the time to explain the activity in a clear way multiple times helps students understand expectations that I have for the output of this lesson. My coop teacher sat at the back of the room and observed students to see how they were reacting (engaged/disengaged, understanding/confused). Having my coop teacher observe and make note of how students react to my directions helps me to understand which parts of the lesson was made clear, and make note of any parts that students are confused on so that it could be revisited next science class if needed.

My feelings after executing the lesson:

I think that this lesson went very well! I was nervous that students perhaps would not find the videos of rocks from different countries entertaining, but I was happy with how the class reacted. They took their jobs of observing each video very seriously and they stayed engaged with the activity the entire class time. Each student followed directions and wrote their observations down from each country that was viewed, therefore I believe that the indicators for this lesson was appropriately met. I would definitely teach this lesson again in the future. My coop teacher was also pleased with how the lesson went (Co op teachers notes are attached to this post). At one point I found myself talking a little bit too fast to students, so recognizing and correcting this is something I would like to continue doing moving forwards. I also found that students were blurting a lot when they were sharing what they had observed while watching the videos. In the moment I didn't mind the blurting as I felt that it showed the students level of engagement was high; this being said, it is the

beginning of the school year so class management expectations for students I think should be strongly enforced, so next lesson I will remind students to raise their hands if they would like to share their thoughts with the class so that we can all hear one another and we each have a fair turn at speaking. I felt that students understood my directions throughout my lesson, and I received positive feedback from my cooperating teacher! Overall I think that this was an excellent start to my Rocks, Minerals & Erosion unit! I look forward to many more lessons to come.

PROFESSIONAL GOAL SHEET

Date: September 13, 2022

Subject: Science

Lesson Topic: Exploring and comparing rocks all across the world using observations

Professional Goal: Giving Directions, and time management

Specific Goal: Giving clear directions; checking for understanding while completing in a timely matter

Specific Professional Goal	Observations	Comments
Giving clear directions - This lesson has a couple of different parts to it, and may seem overwhelming to students. I want to be able to provide clear instructions to ensure students are not left feeling confused on what is expected of them		

<p>Time management</p> <ul style="list-style-type: none">- This lesson is expected to take the entire class period. I want to be mindful of time, but make sure that I am not rushing students. In the past I have been given feedback that I tend to speak too fast when I am nearing the end of a lesson, and this is something that I would like to continue working on/improving.		