

# September 2006 Daily Plans

Date \_\_\_\_\_ (teaching plan #4)

Time	Resources	Instructional Activities
8:35 - 8:40	Entrance	
8:40 - 9:15		<u>Outcome:</u>
9:15 - 9:45		<u>Assessment:</u>
	TR p.77 &78	<u>Outcome:</u>
	Identity/MP & Value/Attitude Questions from TR p.77 & 78 on chart paper – Placemat activity.	4.1.1.1 – Appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP)
	LM p.433 and possibly ones similar to p.429 and 440).	4.1.2.2 – What are the major geographical and natural regions, landforms, and bodies of water in Alberta? (LPP)
	Children need to be aware of higher level thinking questions or Level #3 Critical Thinking Questions by TC2.	4.3.2.3 – In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta? (ER, LPP, TCC)
	Assessment LM p.535.	4.S.5.4 – Work collaboratively with others to complete a group task.
		4.S.7.3 – Use graphic organizers, such as webbing or Venn diagrams, to make meaning of information.
		4.S.8.3 – Listen to others in order to understand their perspectives.
		<u>Engage:</u>
		1. Partner Share - students will share their community park observations with each other.
		2. Whole Class Discussion – class will discuss their “Active Citizenship” proposals or responsibility to their community park. As a good citizen, what can you do to protect your park?
		<u>Elaborate:</u>
		1. Whole Class Discussion – Teacher present the Identity /Multiple Perspective Question (TR p.77 bottom of page) to the students. Following discussion, students record their personal response in their notebooks.
		2. Placemat – Students are presented with the 3 questions (TR p.77 & 78) and they choose the question that they wish to work on and join a collective group. (Approximately 4 students to a group.) As a group discuss this question and record your thoughts onto the placemat. Students may choose to use graphic organizers such as a T-chart (example TR p.429) or a Pros/Cons chart (TR p.440) to help organize their thoughts.
		3. Large Group Sharing of Placemats – each group selects a spokesperson to present the groups ideas. Discuss as a class the ideas that have been presented.
		4. Prepare for a guest speaker – In the same groups, students formulate questions for the guest speaker.
		5. Interactive Writing – groups share their questions and the class critiques the level of questioning. (See Dr. Roland Case/Critical Thinking Consortium – Critical thinking skills – Level Three Type Questions.)
		<u>Exit:</u>
		1. Assessment For Learning Activity – Hand out a Venn Diagram (TR p.433) to the students. Students compare and contrast 2 natural regions from memory.
		(Note: Integration – Poetry activity (TR. 77 )in LA class and Drawing/painting a natural region activity in art class (TR.78) would compliment this Social Studies lesson wonderfully.)
		<u>Assessment</u>
		Teacher Observation:
		<ul style="list-style-type: none"> <li>• Observe cooperation and active listening of students while in partnerships, small group and large group activities. Possibly could use a checklist or anecdotal records to record observations.</li> <li>• Observe the students’ “Active Citizenship” columns from their homework to see if students are making the connections and deepening their understanding of citizenship with Alberta’s natural regions.</li> <li>• Assess the Learning that has taken place with the individual student’s Venn Diagram.</li> <li>• Teacher may begin utilizing Assessment LM p.535 with students</li> </ul>