

Outcome(s) of Lesson:

1. Recognize that water is a component of many materials and of living things.
2. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe.

How will I know the students have achieved the learning outcome?

- I will have two forms of formal assessment to give to the students at the end of the lesson (Reflection, group mini-activity, and exit slips)

HOOK:

- **Community Circle (10 min):**

I will ask the students to gather in our community circle. Then I will ask the students what my expectations are for when we have a community circle (listening, respecting others). After, I will ask the students the questions, “What do you know about water?”, “Do you think water is important?”

I will then tell the students we are going to be learning about the importance of water and why it is also very important to the Aboriginal culture. Then I will introduce the book “As Big As The Sky, As Tall As The Trees” written by Leah Yardley and illustrated by Adam Blacksmith. I will ask the students as they are looking at the cover and title, what they think this book will be about.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
------	----------------------	-----------------------------------------------------

15-20 min	<p>I will read “As Big As The Sky, As Tall As The Trees” to the students. As I read this book I will get the students to do actions with me.</p> <p>Pg. 4 “Can you make yourself as big as the sky? Can you rise and fall like the sun in the sky?...” I will ask the students to stand up and try to touch the sky, then slowly lower their hands and touch their toes.</p> <p>Pg. 7 “-Can you jump from star to star? Can you count how many stars you land on?” I will get the students to jump in one spot and reach for as many stars as they can in 5 seconds, then after delicately place the stars on the ground as they sit back down.</p> <p>Pg. 9 “Can you make your body as small as you can?...” I will ask the students to curl into a tiny ball, then grow into tall strong mountain.</p> <p>Pg. 11 “Can you pretend to throw a rock into a lake or a river?...” I will get the students to imagine they are holding a rock in the palms of their hands and gently throw it into the water.</p> <p>Pg. 13 “Can you move your body like a winding river?” I will tell the students to wiggle their arms and body like a moving river.</p> <p>Pg. 14 “Can you close your eyes and imagine that you can hear the wind blowing through the trees?” I will ask the students to create a sound of what wind sounds like.</p>	<p>I will check that students understand what to do by... -explaining and demonstrating each of the actions throughout the book</p>
Materials Needed		

	<p>Pg. 17 “How do you move when the wind blows through your branches?” I will get the students to form their body into a tall tree and create their own unique branches using their arms.</p> <p>Pg. 19 “What is your favorite animal and how does it move?” I will ask the students to pick their favorite animal (or one of the animals mentioned in the book) and move around the carpet like the animal for 5 seconds.</p> <p>Pg. 20 “Can you feel your heart beat?...” I will get the students to place their hand on their heart, close their eyes and try to listen to their heartbeat. I will ask the students to keep their eyes close as I continue to read the last 3 pages.</p>	<p>-The book “As Big As The Sky, As Tall As The Trees”-Leah Yardley</p>
How do I differentiate the learning opportunity for all learners?		
<p>I differentiate the learning opportunities by...</p> <ul style="list-style-type: none"> -Providing students with visual, tactile, kinesthetic, and auditory learning during book activity. -I am allowing students to share with others during community circle as well as by doing the movements’ individual during the book activity. 		

TRANSITION: *(what will students do when they are finished?, how will we move to the next learning opportunity?)*

- When the students and have finished the book, I will ask the students to move back to their table groups (if they do not have table groups, assign the students in groups of 4).

Time	Learning Opportunity	How do I check that students understand what to do?
------	----------------------	-----------------------------------------------------

20-30 min	<p><u>Mini-Group (First) Activity:</u></p> <p>When the students have returned to their tables, I will explain to students that in the Aboriginal Culture, Mini Winconi means “water is life”. I will further explain how water is important to Mother Nature and how we are able to live.</p> <p>In their table groups, I will ask the students to either draw and write on a poster board answering the important questions on the board:</p> <p>“When do we use water?” (Write these questions on the board as the students are transitioning after the book)</p> <p>I will read the questions out loud to the class as well as give them example answer for the question (Drink water).</p> <p>Then I will explain the instructions for the activity...</p> <p>First, one member from each table will come up to the front and grab one poster board. Then the groups will write down the title for their poster which will be written on the whiteboard “When We Use Water”. After, the students will brainstorm and either draw or write the many ways we use water. The students will have to have at least 5 ways they use water. If the students are finished, they will raise their hand and I will make sure that they have fulfilled the criteria. If they do, I will ask them to continue to brainstorm more ideas of how we use water as well as how water is used in other ways for animals and the earth (remind students of the book). I will set a timer for 20 minutes on the computer.</p>	<p>I will check that students understand what to do by...</p> <p>-getting the students to repeat the instructions back to me during the activities or giving me a thumbs up or thumbs down for understanding</p>
-----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5-7 min	<p>Ghost Walk (Second) Activity:</p> <p>When the timer is up I will explain to the students that they will be doing a ghost walk around the classroom. I will ask the students what my expectations are for ghost walks (silent walking and gallery walking) as well as I will ask them to look for 3 different ways that were not on their groups poster. I will ask the students to give me a thumbs up or thumbs down if they understand the instructions. I will set the timer again for 5 minutes.</p>	
5 min	<p>Elbow Partner Sharing (Last) Activity:</p> <p>When the timer is up, I will ask the students to return to their tables. I will tell the students to pair up with their elbow partner sitting beside them. Then I will ask them to pick one of the ways water is used during the ghost walk, and one reason why they believe water is important. I will ask the students to repeat the two things they are talking to their elbow partner about and then I will set the timer for 5 minutes.</p>	
5 min	<p>When the timer is finished, I will ask the partner groups to pick one presenter to say their reason for why they believe water is important.</p>	

	<p>When each presenter has finished explaining, I will conclude the lesson (see conclusion box).</p>	<p style="text-align: center;">Materials Needed</p> <p>-White Poster Paper for each table or group of 4 -Markers -Sticky Notes -Pencils -Computer Timer https://www.online-stopwatch.com/classroom-timers/</p>
<p>How do I differentiate the learning opportunity for all learners?</p>		
<p>I differentiate the learning opportunities by...</p> <p>-Providing students with the opportunity to work individually (Ghost Walk, Exit Slip) and with groups during the activities. -I am using visual, tactile, kinesthetic, and auditory for each learner during the activities.</p>		

<p>CLOSURE (5-10min):</p>
<ul style="list-style-type: none"> • I will conclude the lesson, by reminding the students why water is very important and why we need to respect and take care of it. I will also remind the students the connections between the book and how we use water. Lastly, I will hand out sticky notes to each table and asking the students what was one important thing they learnt in this lesson (I will write the question on the whiteboard “What was one important thing you learnt about water?”). • When the students have finished, they will place their sticky notes on their poster board on the table and chose one person from their group to hand in their poster board to me (which I will formally assess and display after).

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)

Accommodations	I am using both individual and group activities (students can help other students during group activities).
Cooperative Learning Strategies used	Community circle, Book read-aloud, Poster activity, and Partner activity
Movement Breaks	Throughout the Book read-aloud, and ghost walk.
Modes of Learning (Differentiation)	Visual, auditory, kinesthetic, and tactile
Higher Order Question(s)	<ul style="list-style-type: none"> • What was one important thing you learnt about water? • Why is water important? • How does water play an important role in our life? • Why is water important to the Aboriginal culture?

Reflection and Revisions: