

Krystin Carroll

Grade 3

Science Rocks and Minerals & Various English Outcomes

Grandfather Rock Representation

“As Big As The Sky, As Tall As The Trees” written by Leah Yardley and illustrated by Adam Blacksmith.

Outcome(s) of Lesson:

1. Science 3.5. 1

Compare samples of various kinds of rock, and identify similarities and differences.

2. English 2.2

Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences

3. English 5.1

Describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media

4. Hidden Curriculum

Gain an appreciation for grandfather rocks, and the wisdom they can provide to students. Students should be able opt appreciate that grandfather rocks are important to the first nations; therefore, we should have an open mind to appreciate the teachings surrounding them.

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

- In this activity, I am hoping to have the students connect with grandfather rocks, and have them be able to represent a characteristic of personality trait of their own within their grandfather rock.
- Outcome #1 is accomplished through the students sorting through the rocks in the pile, and finding one with a characteristic they are able to identify with. I know students have achieved this outcome through their picking of a rock and their explanation about why they chose it.

- Outcome #2 is accomplished through the students representing themselves through the grandfather rock. I know this is accomplished through the student’s explanation of how their life experience is reflected through the rock.
- Outcome #3 is accomplished through the students’ participation in the tradition of grandfather rocks throughout the various indigenous cultures. I know this is accomplished through the students describing the similarities between themselves and the rocks, and how rocks are a part of the lives of the many generations that have / will build their life upon them.
- Outcome #4 is accomplished through the students’ participation of this lesson. I know that this outcome is achieved through the students participating in the activity with an open mind, and by providing thoughtful answers. Answers do not all need to be deeply philosophical, however they should match the students cognitive level.

- HOOK:**
- Moving all of desk to the side of the room and sitting in a circle.
 - Read “As Big As The Sky, As Tall As The Trees” written by Leah Yardley and illustrated by Adam Blacksmith.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
2 minutes	<ul style="list-style-type: none"> • Move all of the desk out of the way, and have the students sit in a circle on the floor 	Throughout the lesson when new instructions have been given have the students give a thumb up if they understand instructions, thumb sideways if they are a little unsure, and a thumb down if they are completely lost.
1 minutes	<ul style="list-style-type: none"> • Begin the lesson by acknowledging the territory we are on. 	
2 minutes	<ul style="list-style-type: none"> • Pull out the talking stick and have the students, and have them acknowledge the purpose of the stick. The person who has the stick has the privilege of speaking, and those who do not have the talking stick have the privilege of listening. 	
10 minutes	<ul style="list-style-type: none"> • Read to the students “As Big As The Sky, As Tall As The Trees” written by Leah Yardley and illustrated by Adam Blacksmith. 	
10 minutes	<ul style="list-style-type: none"> • After reading the story tell the students that there is a specific page you want to focus on with them 	
	<ul style="list-style-type: none"> • Reread to them the page about rocks. 	Materials Needed
	<ul style="list-style-type: none"> • After reading the page again read each individual question. And have the students think about an answer. 	<ul style="list-style-type: none"> • Rocks- more rocks then students so that they have a variety to choose
	Ask the students:	

<p>5 minutes</p>	<p>1) Have you ever held a rock in your hand and wondered where it has been?</p> <ul style="list-style-type: none"> ● Give the students 1 minute to think. ● Share answers using the talking stick <p>2) Have you ever wondered where the rock has been before you?</p> <ul style="list-style-type: none"> ● Give the students 1 minute to think. ● Share answers using the talking stick <p>3) How does the rock feel? Is it scratchy and rough? Is it smooth and soft?</p> <ul style="list-style-type: none"> ● Give the students 1 minute to think. ● Share answers using the talking stick ● After you have gone through the questions lay out a bunch of rocks in the middle of the circle. 	<p>from. Make sure the rocks have different characteristics</p> <ul style="list-style-type: none"> ● Talking Stick ● “As Big As The Sky, As Tall As The Trees” written by Leah Yardley and illustrated by Adam Blacksmith.
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Explain to the students the significance rocks how in the various indigenous cultures. Do this to ensure that the students show respect to the rocks. <ul style="list-style-type: none"> ○ Explain he the students the wisdom that rock hold, as they have been here for many generations and have seen many things ○ Explain to them how many generations have walked over them, and built their life upon them, and that rocks are to be respected as they were here before us, and will be here after us. ○ The rocks have been shaped by the earth, their experiences, and their circumstances. This has either made them smooth, jagged, has given them indents, or abrasions. Just like the rocks we are shaped by the world and those around us. ● Give the students time to sort through the pile of rocks respectfully, and choose one that they feel best represents them. Through doing this the students will be able to look for characteristics in the rocks, and hopefully will connect with them more. ● Once each student has chosen a rock go through the circle in a clockwise direction, and have the students identify one characteristic about the rock, and how that connection connects to them. ● Once all the students have gone through the circle have them take their grandfather rock and bring it back to their desk. Their grandfather rock can then be used in future activities with grandfather rocks. 	
<p>How do I differentiate the learning opportunity for all learners?</p>		

This lesson is differentiated for all learners as learners apply as much significance into the activity as they are able to. Those who have more cognitive abilities will be able to make deeper connections, and those who have less cognitive abilities will make superficial connections. Whatever the connection is doesn't matter, as long as the students are able to see the characteristic of themselves within the rock.

CLOSURE:

In closure reinstate to the students the significance grandfather rocks have within the indigenous cultures:

- Explain to the students the wisdom that rock hold, as they have been here for many generations and have seen many things
- Explain to them how many generations have walked over them, and build their life upon them, and that rocks are to be respected as they were here before us, and will be here after us.
- Explain the rocks have been shaped by the earth and their experiences, and their circumstances have either made them smooth, jagged, have given them indents, or have given them abrasions. Just like the rocks we are shaped by the world and those around us.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)	
Accommodations	The accommodations within this lesson are that students are able to respond to the best of their ability. There are no wrong answers within this lesson, as students are reflecting and imposing themselves onto a grandfather rock.
Cooperative Learning Strategies used	Thumbs up check for understanding I have the right to speak and the right to listen
Movement Breaks	There are no movement breaks in this lesson, as there are multiple components where we are switching up what we are doing, therefore the students should remain engaged.
Modes of Learning (Differentiation)	Intrapersonal: We are working in a group sharing ideas Physical: We are working with tactile objects (the Grandfather Rock) Verbal: We are speaking in order to share our ideas Logical: The students have to use reason to justify how they identify with their grandfather rock
Higher Order Question(s)	Develop a connection to a Grandfather Rock, through comparison and contrast of their different qualities.

Reflection and Revisions: