

Hawa Kamara
Grade 4
Science Plant Growth and Changes

of Lesson:

Identify and describe the general purpose of plant roots, stems, leaves and flowers.

• **Art:** Ask questions, paraphrase and discuss to explore ideas and understand new concepts

How the students have achieved the learning outcome?

Based on students' responses from class discussion.

Through their journal response

Based on students' understanding of what the root of a tree represents and the support that it brings to the rest of the tree

Lesson Title: "As Big As The Sky, As Tall As The Trees".

Learning Opportunities:

Learning Opportunity	How do I check that students understand what to do?
<p>Activity</p> <p>Demonstration of activity</p> <ul style="list-style-type: none"> ○ One volunteer student will come to the front of the class and place both of their hands on the teacher's upper back ○ While the rest of the class is watching ○ The student will push the teacher (Students will see that the teacher leans forward due to lack of support). ○ Teacher will ask three more volunteers to come to the front and 	<ul style="list-style-type: none"> ● Observation ● Questions ● Class Discussion ● Students participation

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<p>surround him/her for support.</p> <ul style="list-style-type: none"> ○ First volunteer will push the teacher for the second time. (when pushed the second time the teacher would stay standing in the same standing position because of the stability from the students) <p>Instructions</p> <ul style="list-style-type: none"> ○ Volunteered students will return back to their desks for further instructions ○ The teacher will explain the activity to the students and give them a chance to try it with each other <ul style="list-style-type: none"> ■ Students are numbered from 1-5 ■ Students are to find everyone else with the same number as them and those people will be their group for the activity. ■ The tallest person in the group will be the “tree” in each group. ■ The student wearing the brightest colour will be responsible for pushing the tree (tallest person) ■ Students can not: <ul style="list-style-type: none"> ● Push harshly ● Kick or slap ● students can only push by placing hands on upper back or from the side of the arm <p>its turn</p> <ul style="list-style-type: none"> ○ One student from each group will be “the tree” ○ Another student in each group is responsible to push “the tree” ○ Each group will share whether their tree fell over or not ○ “Why do you think the tree fell over”? ○ “What would help stabilize the tree” ○ When the students are done answering those questions they will do the activity again except with the rest of the group being the support for the person standing in the middle “tree” 	<p style="text-align: center;">Materials Needed</p> <ul style="list-style-type: none"> ● Book: “As Big As The Sky, As Tall As The Trees”
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- The rest of the group is the root
- Teacher will go around and push each tree from each group
- “Why do you think the tree did not fall over the second time”?
- “What support does the root bring to the tree”?

Class discussion

- Talk about the purpose of the activity
 - The roots of the tree represents the importance of support.
 - Refer to the page that talks about the root of the tree in the book (“As Big As The Sky, As Tall As The Trees”). This page will give students a more clear understanding from the Aboriginal point of view, which elaborates on what the roots of the tree does.
 - Explain to students how the root can be seen as life.
 - To Aboriginals the root is like family, ancestry etc. “It is the foundation of the tree”
 - Through life they experience loss, grief, other obstacles and their legacy is left behind. After experiencing all that they go back to the roots and start all over.

Journal

- Journal Question: Write about a time when your foundation was tested. How Did you cope with this?
- Things to think about
 - Your favorite sports (you tried out for the school team and did not make the cut)
 - Family (Your siblings took something from your room without asking your permission).
 - Friendship (Got into an argument with your best friend and things did not feel the same)

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When students are done writing their journals they can put their journals on the teacher desk and clean up for the last activity.

How do I differentiate the learning opportunity for all learners?

Learning is differentiated for all learners through the use of the following :

- step by step instructions from the teacher
- Working collaboratively in a group of 5
- Working in partners (2 students)
- Journaling
- Class discussion

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

There will be class Class discussion on questions the teacher asks students and things student might wonder about.

ANSWER:

Students will spend the last 7 mins of class playing “Trust Fall”

- **Think, Pair, Share** (students will stand up and walk around until teachers says share. They will high five one person and share one thing that they learned from the book or from previous activity).
- Students will be with that partner for “Trust Fall”
 - Focus of this activity is for students to trust their peers to catch them when they fall back
 - From the previous activity “Tree Activity” students learned that the root of the tree is the foundation of the tree. It gives the tree life, without it the tree could not stand strong and tall as mentioned in the reading and class discussion. Same thing applies to “Trust Fall”. Without a partner catching them when they fall back the students could fall on the floor. Having a partner to trust takes away from the fear of falling on the floor.
 - **7 mins**

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Analysis: Using your lesson above, describe the following: (This information must be in your learning	
o	<ul style="list-style-type: none"> ● Remedial Learners: Step by step instructions provided by the teacher to ensure that students are comfortable. There will be assistance through out from the teacher to help students who are struggling to keep up. ● Advance Learners: Students will have the opportunity to answer more higher order questions during journaling.
d	<ul style="list-style-type: none"> ● Tree Activity
	<ul style="list-style-type: none"> ● Think, Pair, Share ● Think, Pair, Share
n	<ul style="list-style-type: none"> ● Auditory ● Visual ● Kinesthetic
r	<ul style="list-style-type: none"> ● How can you determine that the root of the tree is the foundation of the tree? ● Demonstrate your understanding of the importance of the roots from an Aboriginal point of view. ● Compare and contrast the root of a tree to the journey of life. ● What does the root of the tree bring to the tree to make it better?

ed Revisions: