

Outcome(s) of Lesson:

4.1 Alberta: A Sense of the land

Social Studies:

1. (4.1.1) Value Alberta's physical geography and natural environment
2. (4.1.4) Analyze how Albertans interact with their environment by exploring and reflecting

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

- I will know if they have achieved the learning outcome by observing our discussion that is done in class
- The participation they all take outside collecting their items
- Another way I will know If the students achieved the learning outcome would be through an exit slip with certain questions reflecting the learning outcomes to see what my students know and if we need to recover some information

HOOK:

- <https://www.youtube.com/watch?v=SqGRnlXplx0>
- TIME: 30-40 minutes
- I will stand in front of the class with a plastic jar, golf balls, small rocks, sand and a bottle of water
- I will then start talking about Alberta and how important the environment is and a big key of us living is water
- Then filling the jar with golf balls- saying this represents my family, friends and my health and my passion for teaching
- The filling the jar with small rocks- saying this represents my home, my books, my T.V and my car
- Then filling the jar with the sand- saying it represents everything else that is small like shampoo, pillows, etc.
- Then toping it off by saying I'm adding the water because water is so important for us to live. Without water, we won't live. Now first nations back in the day was very reliant on water.
- Before, each child will create their own the students themselves will collect these items (except the golf balls, and if no water is available we will talk about where we could possible go to get this "bottles water") outside somewhere on the playground to connect with the value of Alberta and their physical natural environment as well as
- After, I will have each child create their own "life jar" and explain to a partner what each item means. Example:
- **Golf balls**
family: the students will name their family members
friends: they will name their friends
health: explain what about their health their happy to have
passion: what are they passionate about?
- **Small rocks**

What are some big things in their life that they have? Like their home, their toys, a pet.

Sand
 What are the little things in your life? Like a toothbrush, or books, etc.

Water
 Why do we need water?

- Do you guys know why First Nations were so reliant on water? What did they use water for?
- We will then discuss some examples the students come up with, then we will take their answers and find if they are right by doing readings on First Nations and what they used water for and why it was so important.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
	<p>This is will be done within a week</p> <ul style="list-style-type: none"> • After we discover some findings through our research I will then explain to the students that we will be doing a diagram with pizza boxes showing me 4-5 things • We will talk about the topic WATER • Why is it important? • Is it only important for us people in today’s society? • What about the first nations back in the day was water important to them? -After having a long discussion about water and the importance water has not only on us today but for first nations back in the day. • What happens when we don’t have access to water what do we do? (talk about how today we pay for water, and back in the day first nations traded other things for water) this will cover Alberta’s interaction with the environment as one of the outcomes. • I will then explain to the students that we will be creating a diagram where they need to showcase 4-5 things that tell me why water is so important for the indigenous back in the day. • We will have discussed some examples of the importance of water that played a huge role in the indigenous history (back in the day) earlier so they will need to pay attention. 	<ul style="list-style-type: none"> • Hook: If they are able to put items in the jar and explain to a partner what each item means to them. Example – golf ball (friends and family) have the students name some of those people. • Activity: the students will have a checklist to follow. This is how I will check to see if my students are understanding and learning the importance of water today and back in the day.
		Materials Needed
		<p>HOOK:</p> <ul style="list-style-type: none"> • Plastic jars 30 • Golf balls 30 packs of 6

	<ul style="list-style-type: none"> • By the students paying attention to why water is so important, the students will create their own check list as we discuss what kind of things should be added into the diagram. Example: trees, water, animals, birds, dirt, tents, etc. • Example: indigenous people needed water to drink and stay hydrated, they needed water to fish, the animals needed water to survive, animals needed water so they can be healthy and used for food, and they needed water to be able to move from one place to another example with a canoe. • I want to see how creative they can be and I will be very open to different ideas for students who are not comfortable doing a diagram. As long as they meet the outcomes I have provided above I will also them to explore and create in a way they are most comfortable. • The students will then share their diagram to their partners chosen by the teacher. 	<ul style="list-style-type: none"> • Rocks small ones 20x30 • Sand a large bucket full • Water 30 water bottles <p>Activity:</p> <ul style="list-style-type: none"> • Pizza boxes (from Boston pizza) 30 • Paint • Markers • Scissors • Paper
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How do I differentiate the learning opportunity for all learners?

HOOK:

- **Give the students who are struggling help from a teacher, and EA, or from another student**
- **If students are struggling give them less items to put into the jar**
- **If students finish early have them help another student who needs help.**

ACTIVITY:

- **If students are struggling have them pair up in partners (partners would be teacher choice)**
- **If students finish early they can do some research and see if they can find more then 5 reasons why water is important back in the day OR they could help another student (depending who is struggling)**

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

- **If students finish early they will have options such as:**
- **Helping another classmate**

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| - Do further research to find more than 5 reasons why water is important for the first nations back in the day |
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CLOSURE:

- The students will then do a hand up, pair up and share with a partner by explaining their diagram to their partner and explaining why and what they choose in their diagram.

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

Accommodations	<ul style="list-style-type: none"> if students struggle have them work in pairs (teacher choice). if there is an EA have them help students who are struggling. If the students finish early have them help another child, or do more research on what first nations used water for and the importance behind it.
Cooperative Learning Strategies used	Pairing up Hand up pair up and share
Movement Breaks	After the hook: allow a movement break for the students However, for the activity/ diagram they will time to during this to get up and walk around and move during this period.
Modes of Learning (Differentiation)	<ul style="list-style-type: none"> Linguistic -Visual Intelligence Bodily- Kinesthetic Intelligence Interpersonal Intelligence
Higher Order Question(s)	

Reflection and Revisions: