

Lesson Plan – Rationale

Planning Process and Reasoning

When presented with the assignment I decided to choose an elementary lesson that could possibly pertain to my PSI coming up. I stayed within my major and chose science. When I opened the POS I looked through the table that lists all of the units within the elementary curriculum. Topic A: Exploring Liquids, in grade two science, caught my eye. From here I recognized the GLO's and chose a respective SLO I wanted to include in my lesson. Within the SLO, I determined three learner objective's at three consecutive levels of Blooms (describe, illustrate and compare). I took some time to consider how I could do this lesson; naturally the first thing that came to my mind was an experiment of some sort.

Originally I had the students testing 5 different liquids and had 10 stations. After analyzing this and through discussion with peers, I realized this was far too much, both overwhelming for grade two students and a lot for me to supervise at once. As I continued to think about the lesson, I decided that setting up six stations and providing the students with a worksheet, would be an effective way to accomplish the SLO chosen. I consulted www.learnalberta.ca and from there I found a similar lesson. This teacher compared four liquids and used water as the basis. I decided I really liked this and adopted this in my lesson. By adopting this in my lesson and using water as the basis, I eliminated my original plan to mix non-water liquids together. I decided this was an effective strategy to use, as it prompted discussion about the similarities between the liquids that mixed with water and the ones that did not, as an extension and recap in the following lesson.

I would divide the class into groups of two or three and have one or two of each station, depending on the number of students and space available. As this is a lesson for grade two and it is requiring their attention, we will go through the rules of using stations in a science experiment prior to beginning. After the students have completed all stations, we will have a group discussion in which I will ask the key questions from the lesson, which were also included in the worksheet. At the end of the lesson, I will collect the worksheets. I will use anecdotal notes, the class discussion and the worksheet to check for student understanding and completion of the learner objectives intended for the lesson.

Recognizing the significance of the backwards by design approach (1. Objectives, 2. Assessment, 3. Teaching strategies), I found it more effective for this lesson to recognize my objectives and then determine my teaching strategies before deciding on my assessment. While I was devising my teaching strategies, I was constantly keeping effective forms of assessment in mind that would compliment the teaching strategies I was using.

Teaching Strategies

Following Dr. Tate's *20 Instructional Strategies that Engage the Brain*, I have integrated several teaching strategies into my lesson. The experiment (*Manipulative*) allows students to involve kinesthetic and tactile movements during the stations, while also promoting collaboration among the students, as they are

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Comment [1]: Excellent set up for the lesson - like the rationale for the Backwards by Design mentality you share below.

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Comment [2]: I would agree 😊

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Comment [3]: Very important to do - may consider a demo as well

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Comment [4]: Very good - as long as you remain cognizant of how to assess in connection to the learning objectives.

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required to work in groups with one **another**. Another strategy I used is the worksheet (*Visual*) to help guide the students learning. This was used to bring meaning and provide structure to the stations, as well as give students a task to focus on. Lastly, the class engaged in a *discussion* at the end of class to determine what each student had seen and recorded on paper. This allowed students to fill in any additional information that they were missing before handing in their worksheets to be formatively assessed. These three teaching strategies took visual, kinesthetic, tactile and auditory learning styles and various multiple intelligences into account, to promote learning among the entire **class**.

Sources

The first source I consulted was the Alberta POS. From here I decided which lesson I was interested in teaching. After choosing my lesson, I consulted the digital resources handout we received in our seminar class and used www.learnalberta.ca. From this website I was able to search for grade two science lessons, where I found one on my topic. I used this source to fine-tune my stations, the liquids I chose and the discussion that would follow the experiments. I also consulted www.letsdoscience.com. Here I found various ideas on the lessons that are used in grade two science. I primarily used this resource to confirm that I was using appropriate materials and moving in the proper direction for my lesson to complete the learner objectives I've stated.

References

Alberta Education. (2012). Grade two thematic lessons: Water – our most important liquid. Retrieved on October 12, 2012 from http://www.learnalberta.ca/content/t4tes/courses/primary/thematic2/lessons/Module_05/lesson004.html

Alberta Government. (1996). Science. Retrieved on October 12, 2012 from <http://education.alberta.ca/media/654825/elemsci.pdf>

Let's Do Science. (2006). Grade two: Exploration of liquids. Retrieved on October 12, 2012 from http://letsdoscience.com/content_pdf/Grade2ExplorationOfLiquids.pdf#pagemode=bookmarks&page=3

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Comment [5]: The collaboration is key

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Comment [6]: If you did well on your ongoing observation and follow-up discussion, with time for students to add to their worksheet, you may negate the need to submit these (ask me about some other strategies I used to use if I forget to mention them during our meeting Thursday).

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Comment [7]: Excellent rationale to support a strong lesson plan. Nice work Justin!