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| **Lesson Title/Focus** | Then and Now | **Date** | Feb 1st, 2017 |
| **Subject/Grade Level** | Grade 1,2,3 Social Studies | **Time Duration** | 45 minutes |
| **Unit** | Community in the Past | **Teacher** | Alisa Wang |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community. |
| **Specific Learning Outcomes:** | 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC) 2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:• What characteristics define their community? • What is unique about their community? (CC, I) • What are the origins of their community? (TCC) • What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) • What individuals or groups contributed to the development of their community? (CC, TCC) 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry: • In what ways has our community changed over time (e.g., changes in transportation, land use)? • What has caused changes in their community• How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) • How have the people who live in the community contributed to change in the community? • How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) |
| **LEARNING OBJECTIVES** |
| **Students will:** 1. Be formatively assessed on prior knowledge about what past is, and some differences between now and then.
2. Learn and gain a better understanding of the past through different books set up at different stations.
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| **ASSESSMENTS** |
| **Observations:** | * Observations through students’ facial expression when the lesson is being taught.
* Observe how well students perform in the activity provided.
* Observation of student participation and answers during group lesson and discussion
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| **Key Questions**: | * Are students able have a good understanding of now and then?
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| **Products/Performances:** | * Individual and class activity as formative assessments.
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Program of Studies
* Internet Resources
 | * Books
* Worksheet
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| **PROCEDURE** |
| ***Prior to lesson*** | Have all materials prepared (Book Stations & worksheet), make sure to be familiar with what students are learning and trying to achieve by the end of the lesson.  |
| **Introduction** | **Time** |
| ***Assessment of Prior Knowledge*** | What is past? What are some examples of then and now? |  |
| ***Expectations for Learning and Behavior*** | Students will actively respond to questions, and show great engagement in the various activities.  |  |
| ***Advance Organizer/Agenda*** | * Prior Knowledge
* Explain Task
* Go through different book stations.
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| ***Transition to Body*** | Asking a few students about what they want to know. |  |
| **Body** | **Time** |
| ***Topic #1******Review*** | * What does the word past mean?

Things that have already happened * What are some examples of now and then.
 |  3 min |
| ***Topic #2******Explain Task*** | * I will first explain what each student is responsible for on the worksheet.
* I will then flip through a book, and give an example as a class.
* I will put students into different groups to work at different stations.
 |  7 min |
| ***Topic #3******Worktime*** | * I will have a timer set up on the smart board where each timer will be approximately 10 min, when the timer rings, students will switch stations.
 | 35 min |
| *Teacher Notes: Assessments/ Differentiation* | Formative assessment - Observing the students to find out how much each student understand the material. Differentiation – I will place students into groups of 3-4 according to their levels of learning, placing the higher-level learners with lower level learners to assist their learning. I will walk around to observe other students, and help those that need help. Students will gain a greater understanding on the difference between then and now through these wonderful books |  |
| **Closure** | **Time** |  |
| ***Consolidation of Learning:*** | Reiterate the definition of past. |   |
| ***Feedback from Students:*** | Questions or Concerns? |
| ***Feedback to Students*** | Answer students’ questions, and give them complements to encourage them to be more inquisitive. |
| ***Transition to Next Lesson*** | Let students know that in the next class they will learn more about communities in the past. |

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| **Comments:** |  |