| **Subject/Grade: 1/2 Lesson Title: Physical Needs of Living Things Teacher: Miss. Finlay and Miss. Kourles Date: October 13th, 2021** | | |
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| **Stage 1: Identify Desired Results** | | |
| **Outcome(s)/Indicator(s):**  LT1.1 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs.  (a) Identify the physical needs, (i.e., food, water, air, and shelter) that plants, animals, and humans require for survival.  AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment.  d) Explain how living things, including humans, require clean air and water for breathing, cooling, drinking, cooking, bathing, and prevention of illness to maintain a healthy body. | | |
| **Key Understandings: (‘I Can’ statements)**   * I can identify the physical needs of humans (i.e., food, water, air, and shelter) * I can understand that humans need food, water, air and shelter to survive * I can understand the importance of air and water for the health and survival of humans * I can explain how we need air and water to survive | **Essential Questions:**   * What are the physical needs of humans? * Do humans need food, water, air, and shelter to survive? * Why do we need air and water to survive? * What do humans use air and water for? | |
| **Prerequisite Learning:** Knowing that humans need things to survive. | | |
| **Instructional Strategies:**  * Use of **Video** to engage students * **Classroom Brainstorm** to allow students to understand that is being taught * **House Handout Activity** to allow students to practice/ show their new learnings | | |
| **Stage 2: Determine Evidence for Assessing Learning** | | |
| **Pre-Assessment:**  Formative:Classroom Brainstorm Activity: as a class we will discuss what the basic needs of humans are. As the students give examples the teachers will write them on the board.This activity will allow the teachers to understand the students prior knowledge to this lesson, before students break out into their individual class work.  **Post-Assessment:**  Formative: Teachers will assess students' level of understanding from the lesson by observing students' individual work that has been done through the hand out/ worksheet that was given to each student. On the worksheet students will have circled which items are needed to survive. On the last question, students will identify which need is missing on the work page and write out the word for that need. Then students will draw a picture to go along with the word.  By having students identify which things are needed for survival and which aren't, teachers will be able to assess. Having students write out the word on the last question and include a picture will not only allow teachers to see that the student knows the basic needs in words, the student will also understand what the word means. | | |
| **Stage 3: Build Learning Plan** | | |
| **Set (Engagement): Length of Time: 5min**   1. Today we are going to talk about what we as humans need to live! 2. What do we need to live - Youtube Video - <https://www.youtube.com/watch?v=fLj260gsw60>  * A song about basic human needs * Play the video for the students * Shelter to dwell in, air to inhale, food for our tummies, water for our thirst     **Development: Time: 25min**   1. Class Brainstorm Activity  * Brainstorm on the board why we need shelter, water, food, and air to survive. Together teachers will write a lis * Take ideas from the students and add them to the lists on the board * Examples:   + Shelter - live in, protect us from the wind/rain/snow/weather, keep us warm, keeps us safe   + Water - keep us clean (bath, wash hands), to drink, to be healthy   + Air - breathing, helps us grow   + Food - gives us energy, fills our tummy, helps us grow, makes us strong, helps us learn   Questions:   * What do you think we need to live? * Where do you go after school to eat supper and sleep?   + Do you think that your home is something that we need?   + Why do you think we need a home/shelter?   + Students will be called upon to answer this question and teachers will offer support and guidance during this discussion * What is another thing that we all need to live? * Do you sometimes get thirsty?   + What do you do at school when you get thirsty?   + Is water something that we need?   + What do we use water for?   + Students will be called upon to answer this question and teachers will offer support and guidance during this discussion * What other things do you think we need to live? * What do we need to breathe?   + (explain how air is around us everywhere we go. When it is windy, that is the air that we feel being pushed around)   + Students will be called upon to answer this question and teachers will offer support and guidance during this discussion * What is one more thing that we need to live? * What does your body need when you are hungry?   + Why do we need food?   + Students will be called upon to answer this question and teachers will offer support and guidance during this discussion  1. Independent Practice - House Handout  * Explain to the students how they will fill out the house handout. * Miss. Kourles will hand out a worksheet for each of us to do. When you get the worksheet please write your name somewhere on the paper. * Draw an example of the house on the board. * In box number one, there are four pictures. Which picture is something that we need to live? (go over what each picture is) * In box number two, there are four pictures. Which picture is something that we need to live? (go over what each picture is) * In box number three, there are four pictures. Which picture is something that we need to live? (go over what each picture is) * The last box is left blank. In this box write down which need you think is missing and draw a picture of that need. * The students will circle the picture that is a basic need in each of the first three boxes. * In the fourth box the students will have to add in which basic need is missing and draw a picture to go along with it.   \*\* if time permits, students may color their pictures    **Learning Closure: Time: 5 mins**   1. At the end of the lesson as a class we will go over the answers to the hand out.  * Make sure all students have their name on their paper. * Collect all handouts and get the students ready to transition into their next lesson with Mrs. Kupper | | **Materials/Resources:**   * Youtube Video - <https://www.youtube.com/watch?v=fLj260gsw60> * 26 House Activity hand out * Pencils * Crayons/pencil crayons   **Possible Adaptations/**  **Differentiation:**   * Providing additional support to any students that need it for spelling   **Management Strategies:**   * Teacher models behaviour that is expected from students * Praise students for hard work and good ideas * Teacher clap - student repeat to regain attention   **Safety Considerations:**   * Consider safety of students when working with a class, students should not feel left out when working on class discussion * Understand that students have different living environments so one person's shelter would be different from another. Need to be considerate of all students. |
| **Stage 4: Reflection** | | |
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**Professional Goals Plan**

**Topic:**

**Date: Wednesday October 13th**

**Teacher: Sofia Kourles Observer: Sheri Kupper**

| **1. Professional Goal**  During this lesson I want to work on my verbal communication skills. I would like to ensure my word choice is appropriate for the students so that they can understand what is being asked of them and understand what I am explaining throughout the lesson.  This is an important goal to me because it is important to always be speaking with words that the students can understand so that they are getting the most out of the whole lesson. | **2. Steps to Achieve Goal**  I will remember my audience and make sure my language usage fits their age and knowledge.  I will adjust my wording if it appears that the students do not understand how I am explaining something. |
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**3. Instructions to observer:**

I would like you to observe to see if there are any points in the lesson that I use language that does not match my audience, and if possible note an alternative that I could use in place of what I said. I would also like you to observe to see if there are any moments where I do not reword what I am saying and the students do not seem to understand because of my wording and note that down to discuss afterwards.

**4. Data Collection:**

**Professional Goals Plan**

**Topic: My voice projection and understanding from students**

**Date: Wednesday October 13th**

**Teacher: Danica Finlay Observer: Sheri Kupper**

| **1. Professional Goal**    Ensuring all students can hear me throughout the classroom.  Ensuring all students understand what I am saying by slowing down my words.  *I would like to achieve this goal because I believe that it is very important for students to understand what they are being asked to do and why they are doing it. If students are unable to hear the teacher, the classroom could become disorganized and students can become overwhelmed. I am working on this goal because in previous times I have been too quiet while teaching so students furthest away from me could not understand. I have also been told that I talk too fast at times so it can be difficult to follow along with my teachings.* | **2. Steps to Achieve Goal**    1. Steps to Achieve Goal  - Repeat instructions more than once so that students have multiple opportunities to think about what I have instructed  - Project my voice across the room so that I am speaking to all students directly and including everyone in discussion  - Asking students if they understand or if they need a different explanation.  - Reminding myself to slow down as I can speak too fast at times |
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**3. Instructions to observer:**

If possible, please sit at the back of the class and make notes on if you could hear me or not. If there were times you could not hear me, can you let me know when that was within the lesson. Also make note if you notice students are confused because I have been speaking too fast. Please observe how often I walk around the class to make sure students understand the instructions and how often I repeat the instructions when students are going into their groups of five and while they are working on their activity.

**4. Data Collection:**

[Basic Needs House.pdf](https://drive.google.com/file/d/1AtS2NtABHhlIYUnOUU5YEEXgc1W0xAzj/view?usp=sharing)