**Adaptive Dimensions:** Differentiation/Safety/Cultural Perspectives/Inclusion

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| **Subject/Grade: Kindergarten Science         Lesson Title: Hibernation Centre Activity (Science)          Teacher: Shana Blenkin** | |
| **Stage 1: Identify Desired Results** | |
| **Outcome(s)/Indicator(s):**  **Outcomes**   |  |  | | --- | --- | | [**LTK.1**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=66&oc=25622) | Examine observable characteristics of plants, animals, and people in their local environment. (CP, SI)  **Indicator (a)-** Pose questions about observable characteristics of plants and animals such as “Do all animals have four legs?”, “How do fish breathe?”, “Are all plants green?”, “Do plants breathe?” | | |
| **Key Understandings: (‘I Can’ statements)**  I can tell you what hibernation means  I can tell you what animals hibernate  I can tell you that animals hibernate in the winter  I can tell you other animals that hibernate in the winter | **Essential or Key Questions:**  What is hibernation?  Why do some animals hibernate?  What season do animals hibernate in?  What other animals hibernate? |
| **Prerequisite Learning**  Students will need to know what animal a bear is. Students will need to know that in the winter season it gets cold and snowy. | |
| **Instructional Strategies:**  Teacher modelled –Read aloud with a hibernation bear book  Hands on learning building bear caves  Group discussions | |
| **Stage 2: Determine Evidence for Assessing Learning** | |
| This activity will be a formative assessment. While the students are creating their bear caves, I will observe, ask questions, and verbally hear their understandings of what hibernation is why animals hibernate. | |
| **Stage 3: Build Learning Plan** | |
| **Set (Engagement):                                       Length of Time: 7 Minutes**  The students will gather in our circle corner. We will talk about cold winter days. I will show them the cover of our book “Hibernation Station” I will ask the students what they think the book will be about.  Then I will start reading.  Image result for hibernation station  **Development:                                              Length of Time: 15 minutes**  After reading the story, we will talk about caves and where animals sleep for the winter. I will create an anchor chart of what animals hibernate in the winter. The students will help me with the animals they heard in the story.  The students can build their own caves during centre time and have fun creating what they think a cave would look like.  **Learning Closure:                                  Length of Time: Minutes**    The students will create their caves during centre time and I will ask them questions about their caves. I will take pictures and post on Edsby for their parents to see we are learning about hibernation. | **Materials/Resources:**  Book- Hibernation Station by Michelle Meadows  Papertowel or toilet paper rolls  Brown construction paper  Rocks  Pinecones  Toy bears  Cotton balls  Q tips  **Possible Adaptations/**  **Differentiation:**  The students might need different materials to build their caves  **Management Strategies:**  Hand up, to ask or answer questions. Or Talking stick used for talking and listening skills  **Safety Considerations:** |
| **Stage 4: Reflection** | |
| *(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)* | |

