

***A Lady what?***

Kindergarten Toolbox- LES Integrated Unit

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### **Rationale**

Insects are prevalent in our lives and children often find themselves intrigued by these creatures. Although some children find themselves to be afraid of insets, covering a topic such as ladybugs in the classroom allows for children to explore and gain new knowledge. This topic was chosen as children are curious beings and will find themselves exploring their environment. The topic of ladybugs allows for the teacher to cover aspects such as anatomy, habitats, and life cycles in an interesting way that is both engaging and fun. With this topic, students would be able to make connections to their everyday lives as they too have an anatomy, they live in a home, and require certain elements for survival. Students will obtain a significant amount of knowledge throughout the unit, which they will then be able to apply in numerous situations. The unit addressed many subject areas within the curriculum as well as developmental domains. The various hands-on activities will allow the students to be actively engaged while discussing different thoughts and ideas with their peers. Students are given multiple opportunities to immerse in play furthering their learning experiences. All children will be given the chance to learn actively with an emphasis on play. Through exploration and play, the children will be able to address any concerns and/or curiosities they have throughout the unit.

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| <b>LESSON PLAN</b>                    | <p>DATE: March 19<sup>th</sup>, 2018</p> <p>TIME: 9:00-9:30                      CLASS: Kindergarten</p> <p>DURATION: 20-30 minutes      SCHOOL: Pinewood Elementary</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Competencies addressed:</b>        | <p><b>Competency 2: To affirm his/her personality</b><br/>Children will express themselves and their ideas openly while being respectful.</p> <p><b>Competency 3: To interact harmoniously with others</b><br/>Children will be given the opportunity to interact with their peers through an interactive read-aloud where they will learn skills such as: patience, respect, communication, and sharing.</p> <p><b>Competency 4: To communicate using the resources of language</b><br/>Children will acquire oral communication skills as well as the necessary skills to be a good listener. Children will take part in turn taking in order to share their thoughts about the story being read. Students will also be in making connections to the story as well as to the ideas their peers have shared.</p> |
| <b>Cross Curricular Competencies:</b> | <b>Communicates effectively</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Broad Areas of Learning:</b>       | <b>Health and well-being</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>OBJECTIVES:</b>                    | <p>Students are going to actively participate in a whole class read-aloud of the book <i>Lucy Ladybug</i> by Sharon King-Chai. By the end of this lesson, students will have gained an understanding of the importance of being oneself and embracing each other's differences. Students will also gain an initial look into the topic of ladybugs and some of the characteristics they contain.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>GROUP SIZE &amp; all MATERIALS</b> | <p>The entire class will be taking part in this interactive read aloud.</p> <p>Book: "Lucy Ladybug" by Sharon King-Chai</p> <p>Ladybug stuffed animal (to pass around while reading)</p> <p>Whiteboard to record thoughts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**PROFESSIONAL COMPETENCIES:**

**1: To act as a professional inheritor, critic, and interpreter of knowledge or culture when teaching students.**

I will have gained an understanding of the topic prior to teaching it, where I will then be able to interpret it for students and help them make connections to everyday life. I will intake a variety of information as well as provide knowledge and information to the students. In understanding the content being taught and understanding the students learning needs, I will be able to create meaningful links in order to help them flourish.

**3: To develop teaching/learning stations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.**

I will select specific information to transmit in order to ensure that it relates to the aims and competencies of the lesson. I will plan my teaching and evaluations while keeping the content being taught in mind. Many instructional approaches will be incorporated in order to ensure that all children learn and that my teaching targets the programs of study.

**7: To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.**

I will ensure to adapt my teaching according to the diverse needs and provide a space that allows for social integration of all students. I will educate myself based on the different learning needs in order to adjust my teaching to methods that best fit those needs.

**11: To engage in professional development individually and with others.**

I will speak and behave in a way that is appropriate and professional with the students, teachers, and parents. I will take the time to discuss with the parents, teachers, and students about how the unit and lessons are being unfolded and address any changes that need to be made.

**12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.**

Throughout the lesson I will act in a professional and responsible manner. I will understand the way in which I would like to teach and strive to always achieve appropriate teaching. In doing so, I will provide students with the appropriate support and cater to their individual needs. I will treat all students, colleagues, and parents with respect and avoid any discrimination. I will ensure that all decisions are made in sound judgement and respond appropriately with the curriculum. I will create relationships based on trust, love and respect with the students which will allow them to feel comfortable, safe, and valued.

| TIME       | LESSON                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 10-12 min. | <p><b>Introduction: I will begin by asking students what they know about ladybugs and if they have ever seen a ladybug before. We will discuss what family they are from and I will then show students the book cover and tell them that we are going to read a story about a ladybug. I will begin by:</b></p> <ul style="list-style-type: none"> <li>• <b>“Who knows what a ladybug is?”</b></li> </ul> |

| TIME    | LESSON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 15 min. | <ul style="list-style-type: none"> <li>• “Can somebody tell me what a ladybug looks like? Or what color they are?”</li> <li>• “Boys and girls, have any of you ever seen a ladybug before? For those of you who have not, this is what they look like” (show stuffed animal).</li> <li>• “Can anyone tell me what family ladybugs belong to?”</li> <li>• If students respond with the “bug” family, I will develop that thought further by discussing the word insect.</li> <li>• After a short discussion about the characteristics and the insect family, I will introduce the book <i>Lucy Ladybug</i>. I will tell the children that this is a book about a ladybug who has a difficult time fitting in and that we are going to go on a small adventure with Lucy to discover what she is going to do.</li> <li>• I will ask students to participate with the read aloud. “I am going to need your help telling the story, so if you can all come and sit close we will begin our adventure. There are some words that you may hear a few times, if you recognize those words, please help me tell the story by saying them along with me.”</li> <li>• Alright boys and girls, is everyone ready? Let’s begin and remember to listen carefully and help me tell Lucy’s story.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• I will begin to read <i>Lucy Ladybug</i> to the children.</li> <li>• “You are so beautiful with your (color) spots, I wish I could be like you” is one of the repeating lines of the story. I would encourage students to voice this line with me and I would eventually signal them to say it alone.</li> <li>• Once the story is complete, I will ask children what their thoughts are about the book. I will ask the children why they did or did not like the book, what their favorite part was, and what they learned from <i>Lucy ladybug</i>.</li> <li>• I will ask the children if they saw any animals or insects in the book that they have seen in real life. If so, I will ask them what they remember about them both in the story and in real life.</li> <li>• I will record the children’s thoughts, ideas, answers, and questions on the whiteboard as well as on paper in order to be able to refer back to the initial ideas.</li> </ul> |

| TIME   | ACTIVITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 5 min. | <p><b>Closure/Transition</b></p> <ul style="list-style-type: none"> <li>• In order to prepare the children for the following activity, I will have them brainstorm about the different insects we saw in the story with relation to those we will be able to find outside.</li> <li>• Although the children may name a variety of insects, I will remind them that it will be important to look for ladybugs in order to complete our next activity.</li> </ul> <p><b>Assessment (what strategies are being used for understanding):</b></p> <ul style="list-style-type: none"> <li>• I will observe the students and hold discussions in order to know if the students understood the key concepts from the story.</li> <li>• I will hold small group discussions where students will be able to discuss with one another what they learnt from the story and what they understood.</li> <li>• Once the children have had the time to discuss amongst one another, I will bring it back to a whole class discussion where the students will have the opportunity to share their thoughts and understandings with everyone.</li> </ul> <p><b>What's next? (Development/Extensions)</b></p> <ul style="list-style-type: none"> <li>• Children will have the opportunity to explore various other resources such as books with text, picture books, posters, and online educational resources.</li> <li>• There will be different centers where students will be able to explore their newfound knowledge through collages, construction and various art materials. This will encourage students to apply the knowledge they have gain through hands-on activities.</li> </ul> <hr/> <p><b>Self- reflection:</b></p> <ul style="list-style-type: none"> <li>• Did the children understand the story?</li> <li>• Did they enjoy/show interest in the story?</li> <li>• Did the children ask questions?</li> <li>• Did all of the students participate in the read-aloud?</li> <li>• Were children able to recall the story back to me?</li> <li>• Could they name the insects mentioned in the story?</li> </ul> |

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| <b>Competencies addressed:</b>        | <p><b>Competency 1: To perform sensorimotor actions effectively in different contexts</b><br/>Students will engage in active play where they will develop psychomotor skills. Through movement, exploration and manipulation of objects, students will their capabilities and become aware of their environment.</p> <p><b>Competency 3: To interact harmoniously with others</b><br/>Children will be given the opportunity to interact with their peers throughout different activities and discussions. Students will be able to identify with different aspects in their environment and acknowledge their peer's perspectives and ideas within those settings.</p> <p><b>Competency 4: To communicate using the resources of language</b><br/>Children will acquire oral communication skills as well as the necessary skills to be a good listener. Children will take part in turn taking in order to share their thoughts about the story being read. Students will also be making connections to the story as well as to the ideas their peers have shared.</p> <p><b>Competency 5: To construct his/her understanding of the world</b><br/>Through actions and interactions, students will develop various strategies for learning. Students will adapt to the world around them through different activities and learning experiences. Students will acquire skills related to speech, understanding, and problem solving.</p> |
| <b>Cross Curricular Competencies:</b> | <b>Works in a team</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Broad Areas of Learning:</b>       | <b>Environmental Awareness and consumer rights and responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>OBJECTIVES:</b>                    | <b>Students are going to engage in the learning about a ladybug's life and concepts that contribute to this insect. By the end of this lesson, students will have gained an understanding about these outdoor insects, their anatomy, their habitats and overall life cycles.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## GROUP SIZE & all MATERIALS

This is going to be a whole class learning activity.  
 Posters/images/books/online resources  
 Vocabulary sheets  
 Insect bins (extension activity)  
 Magnifying glass (extension activity)  
 Gloves (optional – extension activity)

### PROFESSIONAL COMPETENCIES:

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I will have gained an understanding of the topic and vocabulary prior to teaching it. I will then be able to interpret the information for students and help them make connections to everyday life. I will intake a variety of data as well as provide knowledge and information to the students. In understanding the content That I will teach and understanding/acknowledge the students learning needs, I will be able to create meaningful links in order to help them flourish.

**2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.**

I will ensure that my teaching and instructions are made clear in order to foster student success. I will utilize language that is appropriate and not too complex in order to make sure that the ideas being discussed are concise and straight forward. I will strive to correct and improve any errors made in terms of language, grammar, and communication.

**3: To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.**

I will select specific information to transmit in order to ensure that it relates to the aims and competencies of the lesson. I will plan my teaching and evaluations while keeping the content being taught in mind. Many instructional approaches will be incorporated in order to ensure that all children learn and that my teaching targets the programs of study.

**4: To pilot teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.**

I will create a climate where students will have the ability to participate in meaningful situations socially and individually. Students will be given the necessary resources that will allow them to further develop and attain numerous skills. Students will be guided and supported in different learning situations and will be given frequent and relevant feedback.

**6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.**

I will develop and implement strategies and systems that will benefit my teaching as well as student learning. I will clearly communicate to my students my expectations and how I would like for them to meet those requirements. Students will be involved in the planning and organization of different lessons and topics. I will develop strategies that will help enhance

appropriate behaviours in the classroom and methods of addressing the inappropriate behaviours. The classroom environment will be conducive to different learning experiences.

**9: To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.**

I will collaborate with members of the school in order to develop and acquire knowledge that I will be able to apply in my lessons. Parents will be encouraged to participate in class activities and fieldtrips and will remain informed about the work their child has/will complete. I will ensure that my actions and teaching reflect the views of the school and support diverse learning.

**11: To engage in professional development individually and with others.**

I will speak and behave in a way that is appropriate and professional with the students, teachers, and parents. I will take the time to discuss with the parents, teachers, and students about how the unit and lessons are being unfolded and address any changes that need to be made.

**12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.**

Throughout the lesson I will act in a professional and responsible manner. I will understand the way in which I would like to teach and strive to always achieve appropriate teaching. In doing so, I will provide students with the appropriate support and cater to their individual needs. I will treat all students, colleagues, and parents with respect and avoid any discrimination. I will ensure that all decisions are made in sound judgement and respond appropriately with the curriculum. I will create relationships based on trust, love and respect with the students which will allow them to feel comfortable, safe, and valued.

| TIME       | LESSON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 10-12 min. | <p><b>Introduction: The lesson will begin with students coming to sit in a circle at the front of the classroom. I will begin the lesson by asking students to recall what insect our story was about. Once we have briefly discussed the insect, I will inform the students that we are going to be learning about the anatomy of a ladybug, their habitats, and their life cycle in this lesson. It will go as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>“Boys and girls, by raising your hand, who can help me remember what insect our story was about? (If students have a difficult time remembering or pronouncing the word ‘insect’ I will guide them).</b></li> <li>• <b>I will then ask the students “Do any of my friends remember what other insects or animals we saw yesterday in our story book <i>Lucy Ladybug</i>?”</b></li> <li>• <b>I will begin showing students pictures of ladybugs with labeled diagrams. As well, I will be showing images of different habitats.</b></li> </ul> |

| TIME    | LESSON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 15 min. | <ul style="list-style-type: none"> <li>• “Does anyone know what the word anatomy means?” Once students have voiced whether or not they know what the word anatomy means, I will provide a simple explanation in order to further their understanding.</li> <li>• I will then repeat the following step by asking “Can somebody tell me what a habitat is?” I will then provide a description for the students with various examples.</li> <li>• “We are now going to be learning about the anatomy of a ladybug along with where they live! Are you ready?”</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• I will begin by pulling up the vocabulary sheet on the smartboard.</li> <li>• “Boys and girls, we are going to act as scientist right now, so can everyone put their scientist thinking cap on?”</li> <li>• “We are going to explore the components of a ladybug and their homes.”</li> <li>• “Does anyone recognize any of the following words? (Antennae, head, eyes, pronotum, legs, tibia, femur, tarsus, elytra, and tarsal claw)</li> <li>• I will discuss with the students the words that they will encounter throughout the unit with regards to the ladybugs anatomy.</li> <li>• We will then look at the different places that ladybugs make into their home. We will look at vocabulary that corresponds to their living environments.</li> <li>• “Now that we have seen pictures, diagrams, and vocabulary, we are now going to go back to our seats. I have cut out a picture of a ladybug for each of you. I would like for you to glue it back together in the right order on this sheet of paper.”</li> <li>• Once the class has finished gluing their ladybug, they will be given further instruction.</li> <li>• “When you have finished gluing your picture, you will label your picture with the words we have seen today. This is called a diagram and allows the person looking at it to identify the different characteristics.”</li> <li>• “If you have not yet finished gluing, do not worry you will have the time to continue. I need whole body listening for two minutes please”</li> <li>• “For those who have finished and are writing in the words, I have put the diagram on the smartboard in case you need to look at where the words should go.”</li> <li>• “When you are finished writing, you can color your picture. We will then place your work on the wall to share with the class.”</li> <li>• “If you have given me your work, I would like for you to choose a book from our ladybug selection and read quietly while we wait for our friends to finish up.”</li> </ul> |

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| 5 min. | <p><b>Closure/Transition</b></p> <ul style="list-style-type: none"> <li>• In order to transition into the next lesson, we will conduct an outdoor exploration as a class.</li> <li>• “Boys and girls, tomorrow we will be creating our very own lady bugs with different art supplies.”</li> <li>• “I want you guys to get inspired- does everyone know what inspired means?” After discussing the terminology, I will continue with “I want you to get inspired for the creation of your ladybug, so we are going to go outside and explore. We will see if we can find ladybugs around the school playground and observe what they look like and where they live.”</li> <li>• “Please go and put your outdoor shoes on, grab your coats and hats we will be going outside...”</li> </ul> <p><b>Assessment (what strategies are being used for understanding):</b></p> <ul style="list-style-type: none"> <li>• I will discuss the various terms addressed in the lesson to gain perspective with whether or not the children have grasped the terms.</li> <li>• I will observe the students when working in order to know if they have understood the key concepts mentioned about the anatomy and habitat.</li> <li>• Students will be given the opportunity to think-pair-share. Once they have had the time to discuss amongst one another, I will bring it back to a whole class discussion where we will conclude this activity.</li> <li>• The students will be observed throughout the outdoor exploration in order to ensure that they are engaging with their peers and environment.</li> </ul> <p><b>What’s next? (Development/Extensions)</b></p> <ul style="list-style-type: none"> <li>• The extension activity will be for students to go out and explore their environment while looking for ladybugs. They will be given the necessary tools (magnifying glass, insect box/cage) in order to successfully observe the ladybugs and habitats.</li> <li>• The students will take part in math activities such as counting the spots, recognizing quantities, and the ability to identify/understand size, shapes and patterns. For example, students will examine the ladybugs spots where they will count them, identify the shape and size of the ladybug and their spots, as well as identify any patterns they may notice.</li> </ul> <hr/> <p><b>Self- reflection:</b></p> <ul style="list-style-type: none"> <li>• Did the children understand the vocabulary that was taught?</li> <li>• Did the students show interest in the anatomy and habitats of a ladybug?</li> <li>• Did the children ask questions?</li> </ul> |

| TIME | LESSON                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|      | <ul style="list-style-type: none"> <li>• Did all of the students participate in the discussions?</li> <li>• Could they name the anatomy parts?</li> <li>• Were the students able to complete the diagram with and without assistance?</li> <li>• Did the children enjoy the gluing and labelling activity?</li> <li>• Were the children given enough opportunities to develop/enhance their psychomotor skills.</li> </ul> |

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|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Competencies addressed:</b> | <p><b>Competency 1: To perform sensorimotor actions effectively in different contexts</b><br/>Students will engage in activities that develop sensorimotor skills. Students will explore and manipulate various art materials before creating their art pieces. This will allow the children to become more comfortable and familiar with the resources/materials available to them.</p> <p><b>Competency 3: To interact harmoniously with others</b><br/>When exploring the different art materials students will be required to interact with their peers. They will also be encouraged to engage with their peers and myself while exploring the outdoor environment.</p> <p><b>Competency 4: To communicate using the resources of language.</b><br/>Children will acquire oral communication skills as well as the necessary skills to be a good listener. Children will take part in turn taking in order to share their ideas about the various vocabulary addressed. Students will also be making connections to their everyday life in terms of anatomy and habitat.</p> <p><b>Competency 6: To complete an activity of project</b><br/>Students will have the opportunity to develop different work methods. They will be encouraged to explore and understand their environment and apply the knowledge they have gained towards projects.</p> |
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| <b>Cross Curricular Competencies:</b> | Organizes his or her work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Broad Areas of Learning:</b>       | Citizenship and community life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>OBJECTIVES:</b>                    | After completing our outdoor exploratory search, students will participate in an arts-based lesson. Students will first learn about colors and textures and various other materials. They will design their own ladybugs with no restrictions and will have different materials available to them. By the end of this lesson, students will learn that ladybugs, like people are unique and different in their own special way. They will also learn about color mixing through an introduction of the color wheel. |
| <b>GROUP SIZE &amp; all MATERIALS</b> | This lesson will consist of an activity where students work individually on their projects however, at a table in small groups.<br>Art materials :<br>Paints, paint brushes, fabrics, plates, different papers, markers, pencil crayons.<br>Color wheel                                                                                                                                                                                                                                                             |

#### **PROFESSIONAL COMPETENCIES:**

**2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.**

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**3: To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.**

I will select specific information to transmit in order to guarantee that it relates to the aims and competencies of the lesson. I will plan my teaching and evaluations while keeping the content being taught in mind. Many instructional approaches will be incorporated in order to ensure that all children learn and that my teaching targets the programs of study.

**4: To pilot teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.**

I will create a climate where students will have the ability to participate in meaningful situations socially and individually. Students will be given the necessary resources that will allow them to

further develop and attain numerous skills. Students will be guided and supported in different learning situations and will be given frequent and relevant feedback.

**5: To evaluate student progress in learning the subject content and mastering the related competencies.**

Throughout the lesson, I will gather information about my student's progress and identify strengths and weaknesses in order to provide more support where it is needed.

**6: To plan, organize and supervise a class in such a way as to promote student's learning and social development.**

I will develop and implement strategies and systems that will benefit my teaching as well as student learning. I will clearly communicate to my students my expectations and how I would like for them to meet those requirements. Students will be involved in the planning and organization of different lessons and topics. I will develop strategies that will help enhance appropriate behaviours in the classroom and methods of addressing the inappropriate behaviours. The classroom environment will be conducive to different learning experiences.

**7: To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.**

I will ensure to adapt my teaching according to the diverse needs and provide a space that allows for social integration of all students. I will educate myself based on the different learning needs in order to adjust my teaching to methods that best fit those needs.

**11: To engage in professional development individually and with others.**

I will speak and behave in a way that is appropriate and professional with the students, teachers, and parents. I will take the time to discuss with the parents, teachers, and students about how the unit and lessons are being unfolded and address any changes that need to be made.

**12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.**

Throughout the lesson I will act in a professional and responsible manner. I will understand the way in which I would like to teach and strive to always achieve appropriate teaching. In doing so, I will provide students with the appropriate support and cater to their individual needs. I will treat all students, colleagues, and parents with respect and avoid any discrimination. I will ensure that all decisions are made in sound judgement and respond appropriately with the curriculum. I will create relationships based on trust, love and respect with the students which will allow them to feel comfortable, safe, and valued.

| TIME       | LESSON                                                                                                                                                                                                                       |
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| 10-12 min. | <b>Introduction: This lesson will be a follow up to the previous activity where students had gone and explored their outdoor environment. I will show the children ladybug artworks created by different artists. I will</b> |

| TIME    | LESSON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 15 min. | <p>have them observe the colours, techniques and materials used. We will then explore the colour wheel. I will explain:</p> <ul style="list-style-type: none"> <li>• “Boys and girls, we all see and experience things differently. I would like for you to observe these artists work and tell me what you see.”</li> <li>• After the students have had the time to observe and discuss amongst themselves, I will ask them to share what they have found interesting or liked and disliked.</li> <li>• “Did we notice any colours, patterns, shapes or materials that the artists used?”</li> <li>• After further discussion, I will direct the students towards the activity we will be doing.</li> <li>• “Now that we have seen different artwork of ladybugs, we are going to learn about the way you can create colours and use materials to create your very own ladybug picture – are you all ready?”</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• “I have this picture here (color wheel), can anyone tell me what it is?”</li> <li>• After prompts and cues I will tell students the name: color wheel.</li> <li>• “Many artists use the color wheel as a way to mix colors. Do you all like mixing colors?”</li> <li>• “On our color wheel here, we have primary colors and secondary colors. Can anybody tell me what that means?”</li> <li>• I will provide students with the definition of primary and secondary.</li> <li>• “If you see here, we have our primary colors which are Blue, Red, and Yellow.”</li> <li>• “Does anyone know what happens when you mix blue and red?” “Let’s try it!”</li> <li>• I will mix the blue and red “How cool, now we have purple!”</li> <li>• “Can anyone tell me what happens when you mix red and yellow?” “I will show you!”</li> <li>• I will mix the red and yellow “Wow, what color do you see now?” (orange)</li> <li>• “Who knows what color you get when you mix blue and yellow?” “Let’s see!”</li> <li>• I will mix the blue and yellow “Green!”</li> <li>• “Boys and girls, do we know what we call our new colors?”</li> <li>• After prompts “That is right, our colors purple, orange, and green are our secondary colors!”</li> <li>• “You are now going to explore the materials and colors, so you can get comfortable for when we make our ladybug art.”</li> </ul> |

| TIME   | LESSON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 5 min. | <p><b>Closure/transition</b></p> <ul style="list-style-type: none"> <li>• To direct the children to the next activity, they will explore and use all the materials available in order to decide what they are going to want to use for their art piece.</li> <li>• I will ask the students questions related to the ladybugs they had seen outside, what they have learnt throughout the unit (going back to the anatomy), as well as questions relating to the colour mixing we had done.</li> <li>• I will remind students “Remember, if you run out of a colour, you now know how to mix colours to get a new one!”</li> <li>• “Ok boys and girls, go get your smocks!”</li> </ul> <p><b>Assessment (What strategies are being used for understanding):</b></p> <ul style="list-style-type: none"> <li>• We will have class discussions in order for me to know if students have grasped the concepts.</li> <li>• I will observe the students as they take part in their art activities.</li> <li>• I will document students work and progress throughout the unit.</li> <li>• I will be assessing students’ performance in terms of how they tackle the tasks and the strategies in which they engage.</li> <li>• Students art work will be displayed throughout the classroom and within their portfolios as well.</li> </ul> <p><b>What’s next? (Development/Extensions)</b></p> <ul style="list-style-type: none"> <li>• In order for students to extend their knowledge, they will complete an art-based activity. This will allow for the students to apply all the information they have obtained throughout the unit.</li> <li>• Students will have the creative freedom to make a ladybug art piece. Various materials will be available that the children will have already explored. The only guideline for the students is that they are making ladybugs, the rest is up to them.</li> </ul> <hr/> <p><b>Self-reflection:</b></p> <ul style="list-style-type: none"> <li>• Did I use enough guiding questions?</li> <li>• Did I prompt the students enough?</li> <li>• Did I set clear instructions?</li> <li>• Did the children understand the concepts of the colour wheel and mixing?</li> <li>• Were the children able to apply what they learnt?</li> </ul> |