UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question: Bear’s Loose Tooth (Literacy, Math, Science, ADST, Art Ed., & Health Ed.)** | | | | | | |
|  | **Rationale:**  By expanding on *Bear’s Loose Tooth* by Karma Wilson, students will learn about important topics touched on in the story. In addition to literacy, students will learn about dental hygiene, loosing teeth and the diet and habitats of bears. | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| * *Adopting healthy personal practices* * *Living things have life cycles adapted to their environment* * *Skills can be developed through play* * *Language and story can be a source of creativity and joy* * *Stories and other texts connect us to ourselves, our families, and our communities* * *Curiosity and wonder lead us to new discoveries about ourselves and the world around us* | | | * *How do we take care of our teeth, and why is it important?* * *What do bears need in their habitats to survive and thrive?* * *How can we observe and respect natural habitats during our nature walk?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | | **Personal & Social** |
| 🗹 Communicating  🗹 Collaborating  Communicating:   * Students will listen to the story, ask questions, and discuss key points with the teacher and peers. This enhances listening and speaking skills. * Students engage in group discussions, practicing verbal communication, turn-taking, and active listening. * Students will explain their graphs, practicing their use of mathematical language. * Students will describe their observations, ask questions, and share their thoughts with peers and the teacher. * Students will explain their dioramas to the class, describe the materials used and what they represent, and practice descriptive language and public speaking.   Collaborating:   * Students can discuss the story and help each other understand the content. * Whole-class or small-group discussions allow students to share their ideas, listen to others, and build on each other's thoughts. * Students can work in pairs or small groups to collect data, create graphs, and present their findings, fostering teamwork and cooperative learning. * Students can collaborate to plan and build their dioramas, deciding on materials, design, and presentation as a team. * Students can share their thoughts and experiences with their group, discussing what they found interesting or challenging and what they learned from each activity. | 🗹 Creative Thinking  🗹 Critical & Reflective Thinking  Creative Thinking:   * Students can engage in imaginative discussions, predicting what might happen next in the story. * Students can use their creativity to design and build realistic or imaginative dioramas, experimenting with different materials and layouts to represent bear habitats in unique ways.   Critical & Reflective Thinking   * Students can analyze the story’s characters, plot, and message, discussing why dental hygiene is important and how it relates to their own lives. They can also compare the behaviours of the bears in the story to their habits. * Students can critically evaluate different dental care practices and share their thoughts on why some methods might be more effective than others. * Students can analyze the data they collect, looking for patterns and learning about tooth loss and development. They can also reflect on their own experiences and compare them to their classmates. * Students can make detailed observations about the environment, analyze how different elements of the habitat support bear life, and reflect on the importance of preserving natural habitats. * Students will think critically when considering what to include in their drawings based on what bears need in their habitats. * Students can critically evaluate the materials they collect and decide how best to use them to represent a bear’s habitat. They can also reflect on the accuracy and realism of their dioramas. | | | | 🗹 Personal Awareness & Responsibility  🗹 Positive Personal & Cultural Identity  🗹 Social Awareness & Responsibility  Personal Awareness & Responsibility   * Students become aware of their own dental hygiene habits and learn to take responsibility for maintaining good oral health. They understand the importance of regular brushing, flossing, and visiting the dentist. * Students reflect on their own growth and development. They take responsibility for tracking their tooth loss and understand it as a normal part of growing up. * Students share their own experiences and listen to others, developing empathy and understanding. They learn to take responsibility for their health and well-being. * Students learn to respect nature and take responsibility for their behaviour in the environment. They become aware of the impact humans have on natural habitats and the importance of conservation. * Students will act safely and follow the teacher’s direction while off school property on the nature walk. * Students take responsibility for their projects, from collecting materials to creating the diorama. They become aware of the importance of thoughtful use of natural resources. * Students take responsibility for following classroom rules, participating respectfully in discussions, and contributing to group work.   Positive Personal & Cultural Identity:   * Students can explore how different cultures view and relate to bears. * Students learn about the local environment and any cultural significance it might have. Understanding the connection between nature and cultural practices can help students appreciate their heritage and the heritage of others. * Students can incorporate elements from their cultural backgrounds into their dioramas, such as traditional ways of depicting nature or animals. * Students learn to value and respect the diverse perspectives and cultural backgrounds of their peers.   Social Awareness & Responsibility:   * Through discussion, students can explore the importance of taking care of their health and how their actions can affect others. * Students listen to and respect each other’s experiences and perspectives. * Students can discuss patterns and similarities or differences in their experiences, fostering a sense of community and shared understanding. * Students can explore how human activities impact bear habitats and discuss the importance of protecting wildlife. * Students learn about the local environment and the importance of conservation. * Students work together to create their dioramas, learning to share materials and ideas. They also reflect on the importance of using natural resources responsibly. * Students reflect on their own learning and consider how their actions impact others. |
|  | **Learning Standards – Curricular Competencies: (Grade 2)**  **Language Arts:**   * Use sources of information and prior knowledge to make meaning * Use developmentally appropriate reading, listening, and viewing strategies to make meaning * Engage actively as listeners, viewers, and readers, as appropriate, to develop an understanding of self, identity, and community * Use personal experience and knowledge to connect to stories and other texts to make meaning * Exchange ideas and perspectives to build shared understanding   **Physical and Health Education:**   * Explore strategies for making healthy eating choices * Explore and describe components of healthy living * Develop and demonstrate respectful behaviour when participating in activities with others * Explain how participation in outdoor activities supports connections with the community and environment   **Science:**   * Demonstrate curiosity and a sense of wonder about the world * Ask questions about familiar objects and events * Make and record observations * Experience and interpret the local environment * Sort and classify data and information using drawings * Compare observations with predictions through discussion * Identify simple patterns and connections * Compare observations with those of others * Consider some environmental consequences of their actions * **Use reasoning to explore and make connections**   **Math:**   * Visualize to explore mathematical concepts * Communicate mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * Represent mathematical ideas in different forms * Reflect on mathematical thinking * Connect mathematical concepts to other areas and personal interests   **ADST:**   * Generate ideas from their experiences and interests * Add to others’ ideas * Choose an idea to pursue * Choose tools and materials * Use trial and error to make changes, solve problems, or incorporate new ideas from self or others * Demonstrate their product, tell the story of designing and making their product * Reflect on their ability to work effectively both as individuals and collaboratively in a group * Use materials, tools, and technologies in a safe   **Art Education:**   * Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts * Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play * Reflect on creative processes and make connections to other experiences * Express feelings, ideas, stories, observations, and experiences through creative works * Describe and respond to works of art | | | | | |
|  | **KNOW** | **Learning Standards - Content: (Grade 2)**  **Language Arts:**   * Vocabulary associated with texts * Literary elements and devices * Oral language strategies   **Physical and Health Education:**   * Practices that promote health and well-being   **Science:**   * Metamorphic and non-metamorphic life cycles of different organisms * Similarities and differences between offspring and parent   **Math:**   * Repeating and increasing patterns * Pictorial representation of concrete graphs, using one-to-one correspondence * Likelihood of familiar life events, using comparative language   **Art Education:**   * Elements of designing * Processes, materials, technologies, tools, and techniques to support arts activities * Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment | | | | | |
|  | **First Peoples Principles of Learning** | 🗹 *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*  🗹 *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*  🗹 *Learning involves recognizing the consequences of one’s actions.*  🗹 *Learning involves generational roles and responsibilities.*   * *Learning recognizes the role of indigenous knowledge.*   🗹 *Learning is embedded in memory, history, and story.*  🗹 *Learning involves patience and time.*  🗹 *Learning requires exploration of one’s identity.*   * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | **Comments on how you will address the FPPL:**  Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors:   * Learning about dental hygiene supports the health and well-being of students and their families. * Learning to listen to and value others' contributions fosters a sense of community and mutual respect among students. * Conducting part of the lesson outdoors helps students develop a connection to the natural world and appreciate the land they inhabit. * Respect for the land is considering during the nature walk.   Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place):   * Reflective thinking occurs as students consider how many teeth their have lost. * Connectedness is considered as students observe what would match a bears habitat on the nature walk and connect their surrounding area to where bears lives. * Students will participate in experiential learning as they manipulate materials to mimic a bear’s habitat.   Learning involves recognizing the consequences of one’s actions:   * Students consider what consequences their actions have on the environment. * Actions and consequences are relevant during group discussions with the class and when leaving school grounds.   Learning involves generational roles and responsibilities:   * Care for the environment and animals is an important responsibility for all generations.   Learning is embedded in memory, history, and story:   * The learning in this unit is build on the foundation of a story and how it can be related to other aspects of life. * Memories of them losing teeth are required for creating the graph of lost teeth.   Learning involves patience and time:   * Patience and time and considered throughout this unit as the slow progression of learning occurs and extra time is provided for the summative diorama.   Learning requires the exploration of one’s identity:   * Students’ identities are incorporated into the graphing of lost teeth. * Identity will be a contributing factor in the creation and creativity of their dioramas. | |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * *Good for your teeth vs bad for your teeth worksheet* * *Eggshell science experiment hypothesis worksheet* * *Habitat drawing worksheet* | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * *Diorama on bear habitats along with explanations on what they built, what materials they use, and why they believe it is representative of a real bears habitat.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *Lesson #1:*  ***Literacy***  *Jessica* | * *Students will distinguish between the words ‘loose’ and ‘lose,’ understand their meanings, phonemes, graphemes, and morphological structures, and create a word web for the word ‘loose’ where they will learn how to use the word correctly in a sentence.* | | | * **Probe for background knowledge about loosing a tooth. (brief discussion about loosing a tooth and the phonemes that can hear in the word loose)** * **Read Aloud: “Bears Loose Tooth”** * **Word Web for the word ‘loose.’** * **Phoneme and grapheme analysis and comparison for the words ‘loose’ and ‘lose.’** * **Morphological comparison for the words ‘loose’ and ‘lose.’** | | | |
| *Lesson #2:*  ***Maintaining dental hygiene***  *(Health/science)*  *Katey* | * *Understand the Effects of Unhealthy Foods on our teeth.* * *Identify Healthy vs. Unhealthy Foods.* * *Practice Good Dental Hygiene.* * *Engage in Scientific Inquiry.* | | | * **Science experiment with an egg soaking in pop to show kids how it eats the eggshell. Students make predictions about what will happen. They compare their hypothesis to what actually happened.** * **We discuss healthy vs non healthy foods for our teeth and how to maintain our dental hygiene.** * **Students do a sorting worksheet where they cut and paste foods under healthy or unhealthy.** | | | |
| *Lesson #3:*  ***Graphing teeth***  *(Math)*  *Jessica* | * *Students will construct a bar graph as class to record the amount of teeth lost for each student.* * *Students will be able to describe the graph and answer questions about the recorded data eg. what was the least amount of teeth lost? The most? The most popular?* | | | * **Talk about how many teeth each student has lost.** * **Record their amount of lost teeth on a piece of paper and they will come up to the bar graph on the board and record it.** * **Analyze the graph, talk about the most amount of teeth lost, the least, and the most popular amount of lost teeth lost.** | | | |
| *Lesson #4:*  ***Black bear diet and habitat***  *(Science)*  *Clarissa* | * *Students will learn about the habitat and diet of bears* | | | * **The opening of the lesson will include a National Geographic WILD video about bears.** * **Ask who has seen a bear. What kind was it and where?** * **Discuss how black bears are the most common in our area.** * **Discuss what black bears eat and their habitat.** * **Talk about characteristics of our area that match bear habitats.** * **Students will draw a bear habitat on a worksheet that includes a short passage about bear habitats.** | | | |
| *Lesson #5:*  ***Nature walk***  *(Science & STEM)*  *Clarissa* | * *Students will be walking a trail and looking for things that match a bear habitat* * *Distance from school will depend on transportation availability* | | | * **Students will take their habitat drawing from the previous lesson with them** * **Walking curriculum: students will be looking for things that match a bear habitat and food sources** * **Students will collect items for their bear habitat dioramas.** | | | |
| *Lesson #6:*  ***Building habitats***  *(Art & ADST)*  *Katey* | * *Understand Bear Habitats.* * *Observe and Identify Natural Materials.* * *Apply Knowledge to Design.* * *Reflect on Learning.* * *Presentation skills.* | | | * **Students go over the materials they gathered on their nature walk and make plans on how they will construct their habitat.** * **When their plans are finished they can start building their dioramas (this may take more than one day so leave room for students to finish throughout the week).** * **Students finish their dioramas and present them to the class, explaining their reasoning behind what they built.** | | | |
|  |  | | | **( insert more rows as needed)** | | | |
|  | **Resources needed:** | | | | | | |
|  | **Lesson 1: Bear’s Loose Tooth by Karma Wilson, Chart paper, markers, word web, smart board/document camera.**  **Lesson 2: Egg, clear plastic cup, pop, hypothesis worksheet, healthy and unhealthy food visuals, food sorting worksheet, scissors, glue, and pencils.**  **Lesson 3: Chart paper, markers, ruler, # of lost teeth cards.**  **Lesson 4: TV for presenting bear video, habitat drawing worksheet**  **Lesson 5: Containers or bags for gathering diorama items.**  **Lesson 6: Materials collected on the walk, cardboard boxes for the diagrams, glue, scissors, construction paper, and rulers.** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **This unit connects to Art through:**   * Drawing of bear habitats * Creating dioramas * Students design their graphs using visual elements such as colour and labels.   **This unit connects to ADST through:**   * Creating dioramas * Observing natural habitats during a nature walk   **This unit connects to Science through:**   * Understanding the Life Cycle of Bears * Observing Natural Habitats * Studying Dental Hygiene * Building Dioramas of Bear Caves * Conducting simple experiments or observations related to the unit topics (the egg and the pop) * Exploring the Role of Bears in Ecosystems * Reflecting on the Impact of Human Activities   **This unit connects to Math through:**   * Graphing Teeth Lost * Measuring and Estimating * Data Collection and Analysis * Pattern Recognition   **This unit connects to LA through:**   * Students practice reading comprehension by engaging with a text related to the unit’s themes * Class Discussions and Oral Communication * Vocabulary Development   **This unit connects to Health Education through:**   * Learning About Dental Hygiene * Exploring the Impact of Diet on Dental Health * Understanding Health in Context | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |