

## Stage 1: Identify Desired Results

**Outcome(s)/Indicator(s):**

## LTK.1

Examine observable characteristics of plants, animals, and people in their local environment. (CP, SI)

g) Share stories and observations of plants, animals, and people in the local environment with classmates or others.

j) Create visual, dramatic, and/or multimedia representations of the characteristics of a student-selected plant or animal to share with classmates and others.

## CRK.4

Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.

h) Create play situations from basic understandings of story text.

## CPK.2

Explore a variety of drama strategies including:

- role
- imaging
- parallel play
- journeys
- meetings.

a) Use sources such as stories, poems, observations, visual images, music, sounds, or objects to initiate drama work.

h) Assume roles willingly in contextual drama.

j) Focus attention on own work, while respecting others, during parallel play and imaginary journeys.

## CPK.4

Create art works that express own observations and ideas about the world.

b) Use diverse sources such as stories, poems, observations, visual images, music, sounds, or objects as inspiration for art making.

f) Select from a variety of art materials, tools, and paper size when creating a visual art expression (e.g., found objects, digital cameras, household items, wire).

h) Demonstrate co-ordination and development of skills in the use of simple visual art tools and materials.

i) Discuss choices made in creating art works.

**Key Understandings: ('I Can' statements)**

I can role play along to stories and sounds  
 I can focus on what I am meant to be doing while respecting others in their imaginary journey  
 I can create artworks using stories as my inspiration  
 I can use a variety of art materials to create artwork

**Key Questions:**

What are bear dens?  
 What are bear dens made out of?  
 How can I represent a bear den using various materials?

**Prerequisite Learning:**

Students must have previous knowledge of what hibernation is.

## Stage 2: Determine Evidence for Assessing Learning

## Formative Assessment:

## Class Discussion/observations:

- Asking students to describe where bears live? Discussing what a bear den consists of (walls, floors, roofs, a door).
- Noticing how students retain information from our discussions and the book.

- If they offer ideas of how a bear den looks.
  - Participating in the role play exercise.
- Bear Den Craft Activity:
- Students are actively listening to the requirements for our bear dens.
  - Students follow directions on how to make our bears.
  - Students are participating in creating their bear dens.
  - Students are being creative with their artwork.

\*\*using comment rubric for assessment\*\*

### Stage 3: Build Learning Plan

#### Set (Engagement):

**Length of Time: 10 minutes**

- *Holding the book up so students can see the cover, ask them what they see and what they think the story will be about*
- *Read "The Very Sleepy Bear"*
- *Ask questions during book*

#### Instructional Strategies:

- Group Discussion
- Read Aloud
- Role Playing
- Interactive Art Activity

#### Development:

**Length of Time: 5 minutes**

- <https://www.youtube.com/watch?v=ZWnVsTqTalg>
- Have students gather on the carpet
- Tell students that it's time for winter, and that it's our turn to hibernate just like the very sleepy bear
- Let students know that when I read this poem, they will act out what I am saying
  - For example when I say eat up your food, students are going to pretend to eat food.
- The Poem: "Hibernation. Eat up your food, get nice and fat. It's already winter, but you knew that. Crawl in your den and go to sleep. You are hibernating, don't make a peep. Sleep all winter long, and only wake up when you hear the bird's spring song."
- Play a youtube video with birds singing.

#### Materials/Resources:

- The Very Sleepy Bear by Nick Bland
- <https://www.youtube.com/watch?v=H1iboKia3AQ> (Birds Singing Youtube Video)
- Sticks
- Brown Modelling Clay/Play Dough
- Cotton Balls
- Fake Greenery
- Small Rocks
- Construction Paper
- Paper Plates
- Glue
- Scissors
- Water Bottles for Structure??
- Printed Out Bear Heads
- Mini Popsicle Sticks
- Mini Clothespins
- Brown Markers
- Bear Den Examples

#### Learning Closure:

**Length of Time: 15-20 minutes**

- Have everyone return to their desks
- Ask students to imagine if they were a bear, what kind of bear den would they like to live in?
  - Would you like to live in a den with two doors and a train?
  - Would you like a warm den or a cold den?
- Ask if they have any ideas on what a bear den looks like?
  - Do bears live in a den on the beach, what about in the city?
  - Do bear dens have walls and doors like our houses do?
  - What is their floor made of?
- Show examples of bear dens
  - Bear dens can be made out of caves and such like in story books.
  - Explain that bear dens in real life are usually dug into dirt.
  - They can be found under old, rotting trees that are no longer living.
  - And sometimes they are just found in holes underground.
- Go over my example:
  - Ask students how many walls my bear den has?
  - Does it have an opening that our bear can walk through?
  - Do I have a roof above my bear den so that no snow or rain can get to my sleepy bear?
  - Mention how my floor is made of dirt or mud and how there are bushes around the den
  - Why do we think Miss. Reimer put those bushes around the bear den?
    - Maybe for other animals to eat?
    - For my bear to eat when he wakes up?
- Show students all of the materials I have brought so they can begin thinking about how they are going to use these materials to create a bear den

#### Possible Adaptations/

#### Differentiation:

- Choosing different (hibernating) animals for students to act as such as.
- Drawing a bear den instead of making a diorama
- Creating a different animals den

#### Management Strategies:

- I will provide clear expectations for how we will role play, students will use their listening

- BEFORE letting students work on their dens, I will show students how we are going to create our bears.
- Have students be creative, my den is just an example of what they could do.
- Remind students that their bear den MUST have three walls, a roof, and an opening for the bear to go in and out of its home.
- Briefly explain how we will be using a water bottle to hold up our playdough.

ears and follow along to the poem.

- I will provide many materials for students to choose from for our art activity.
- I will provide clear instructions of what we are making as well as examples (both my art and photos from the internet).

**Safety Considerations:**

- I will make sure the sticks are not sharp, and will have band-aids on hand just in case.
- Space for students to role play.

No hazards or accidents such as things on the carpet or bumping into each other.

**Professional Goals**

**Topic: Questioning**

**Date:** November 22, 2023

**Teachers:** Miss. Reimer

**Professional Goal:**

- Appropriate wait time when asking questions
- Promote a safe environment when questioning students.

**Steps to Achieve Goal:**

1. Ask the question and then wait 5 seconds before calling on a student.
2. Ask a question and then be more descriptive with the question to further their thinking.

**Instructions to Observer:**

- Keep watch on how long I wait before calling on students with their hands up.

**Data Collection:**