

Inquiry Demonstration Plan

Lesson Title:	Sound and Color Walk	Lesson #	2	Date:	July 2020
Name:	Angelina Thomson	Subject(s)	Science/ Socials	Grade(s)	1-2-3

Rationale & Overview

Why does this topic matter to students?

Learning about the world around them and their place in the world is an important part of developing stewardship and curiosity about the universe. They build on who they are, what their responsibility is to the earth, and humble themselves to the learning that surrounds them. When students can understand and appreciate their world they will build more empathy and kindness towards all living things.

How does this lesson fit within the larger inquiry project?

This lesson fits in the inquiry process because it is a process where students pose new questions and problems about their world by interacting with the naturalistic environment. The outdoor inquiry gets students thinking about their world and the part they play within it. They begin to wonder and ask questions that develop deeper thinking and understanding of who they are and what is around them.

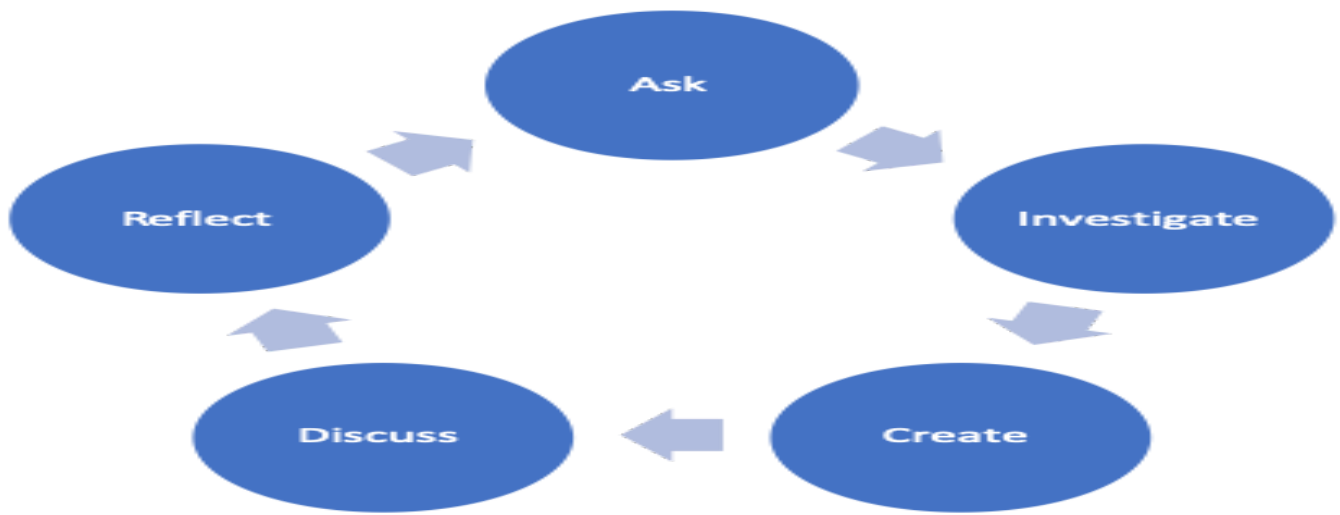
How does this project incorporate the inquiry cycle?

Students are building on knowledge that leads to deeper understanding. As well through storytelling and place-based approach to learning students develop habits of mind that encourage them to ask questions of evidence, and determine viewpoints, patterns and connections.

This project incorporates the inquiry cycle because students are building on their communication by experiencing and showing their learning in various ways through Sit Spots, scientific journals, mapmaking, sound poems and talking circles. The students are moving beyond the borders of the school to connect with the natural environment. In their Sit Spots and through the story of the universe they are building on their imagination and curiosity to actively explore the world around them.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<p>Who am I? What is my place?</p> <p>How does the story of the universe relate to my place in the world?</p> <p>How did it come to be? Looking at growth, life cycles of animals, humans, the earth, the solar system, trees etc.</p>	<p>Let's think deeply about what we see and hear around us.</p> <p>How did it come to be?</p>



Inquiry Approach and Rationale

Place Based Learning and Imaginative Ecological Education builds on knowledge to connect the emotional and imaginative learning to develop deep understanding, feeling and connection to place. They are gaining a sense of place and belonging, which encourages them to respect and honor the spaces where they live. Students are led through a sound and color walk in the Sit Spot location to become more aware of the living things around them. Students will be asked to slow down to stop and listen to the sounds and sights around them. Through careful listening the students are investigating closely in small groups what they see and examining individual things with a magnifying eye. They are collaborating and discussing with others what their perspectives are on the things they see. They are critically thinking that encourages them to ask questions of evidence, and determine viewpoints, patterns and connections. Students are naming, investigating and asking questions about things they do not know.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p>The learning experience is designed to build on previous knowledge of their Sit Spots. Students have practice in using and reflecting in their Sit Spots and making small observations in their scientific journals. The students can use those learning experiences to engage in the sound and color walk activities in this lesson. (Friesen, 2009)</p>
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	<p>This inquiry is valuable, meaningful and alive for students because they are organizing information around them that allows them to retrieve information and apply it to their previous knowledge. The work students undertake builds on a connection with the outside world. They are making conclusions and relating ideas together, and being curious about what they feel, see, and hear around them. (Friesen, 2009)</p>

<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p>Students know the learning goals and recognize that they are listening to the sounds and sights around them. Students are working in groups and reflecting on information that they find. They are analyzing data to match the colors they see around them. The color cards with the named items on them are the proof of learning. (Friesen, 2009)</p>
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.</p> <p><i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>Students can make general connections between themselves and the outside world. They are also connecting with their peers and sharing their excitement and discoveries with them. Students interact with each other about ideas in which the dialogue builds on each other's ideas. They are critically thinking and problem solving together to find commonalities. Students are deeply involved in the work and know why it matters to them, to the discipline and/or to the real world. They take pleasure from the work they are doing and grades are not their primary motivation. The teacher engages students in dialogue as they work to extend learning, stimulate discussion, pose questions, provoke thinking, suggest resources and help students determine their next learning steps. (Friesen, 2009).</p>
<p>Core Principle 5: Teachers improve their practice in the company of peers.</p> <p><i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>It is important that the teacher continues to educate themselves on how to best teach outdoor education activities. This could mean collaborating on learning tasks with other teachers in the school or obtaining feedback about instructional planning from colleagues and mentors. The teacher participates in school-based and online learning communities to access and extend continuous ongoing professional learning to improve practice inquiry based lessons and activities in a place-based approach. As well, the teacher is using outside resources and mentors to improve and teach the practices in the classroom. In particular, First People's perspectives about plants and animals. (Friesen, 2009)</p>

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Students often collaborate as they work in groups to 	<ul style="list-style-type: none"> Students apply critical and reflective thinking 	<ul style="list-style-type: none"> As students take on diverse roles and

<p>analyze and critique, and design and develop.</p> <ul style="list-style-type: none"> Recognizing and appreciating different perspectives is key to both interpreting and creating communications. 	<p>to acquire and interpret information, and to make choices about how to communicate their ideas.</p> <ul style="list-style-type: none"> Students use creative thinking to generate new ideas when solving problems and addressing constraints that arise as they question and investigate, and design and develop. Students use critical thinking to analyze and reflect on creative ideas to determine whether they have value and should be developed, engaging in ongoing reflection as they develop their creative ideas. 	<p>responsibilities during collaborative activities, they learn to appreciate how their own ideas and strategies can be helpful to others.</p>
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BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Learning Principle Grade 1: All living things have features and behaviours that help them survive in their environments.

Science:

Learning Principle Grade 2: All living things have life cycles

Learning Principle Grade 3: Living things are diverse, can be grouped, and interact with their ecosystems

Learning Principle Grade 3: Energy is needed for life.

Social Studies:

Learning Principle 1-2-3: We shape the local environment, and the local environment shapes who we are and how we live.

Physical and Health Education:

Learning Principle 1-2-3: Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Students are collecting information from their sound/color walks.	-Student have a responsibilities to other people and the environment

<ul style="list-style-type: none"> -Analyzing the colors and sights they see around them. -Making interpretations about the information that they gather. <p>Sequence color objects to the color images to distinguish what is the same and what is different.</p> <ul style="list-style-type: none"> -In a future lesson students will create a visual map using their color cards. -Collaborating and reflecting with their small groups. -Brainstorm, discuss, compare possible solutions with other small groups and in the large group end reflection. 	<ul style="list-style-type: none"> -They know that there are natural and human made features in the local environment -They understand that natural features are: mountains, forests, waterways, local plants and animals. -Human made features are: buildings, bridges, dams, dykes -Characteristics of local plants, animals, and fungi in the local environment -Biodiversity: the variety of different types of living things in an ecosystem
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BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

First People's Principles of Learning will be incorporated through the holistic way of learning about how everything is interconnected;

- "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)."

- "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors."

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

Students will be given opportunities to participate in sharing their wonders, questions and interests about the world. They may share previous knowledge, something new or exciting that they discovered. Students will work in small groups or individually based on their learning preference in this activity. They can collaborate, reflect, ask questions in order to investigate and discover the natural world that surrounds them.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	20 minutes	<p>Read the book "The Listening Walk" by Paul Showers.</p> <p>Tell the students we are going to be going outside and doing a listening walk.</p>	Listening to the story and the instructions.

		While outside the teacher will lead the students through a sound walk. We will be going on a small hike to explore the sounds the students hear and see.	Students will be participating in a listening walk. They will be paying careful attention to the sounds around them.
Inquiry	20 minutes	Next, the teacher will give students a color swatch and time to explore with their color swatches items in nature that match the color.	Students will be in small groups or individually finding items of similar color to their color swatches. When they find an item that is the same they can rename the color card with the item they found (ex. Douglas fir tree). ***These will be used for their mapmaking in lesson #5
Reflection	5 minutes	Talking/Sharing Circle	Students will be given some time to collect their items and share an item that they think matches their color swatch the best. .
Discussion	5 minutes	What did you like best about your color and sound walk today?	Listening and reflecting on their color and sound walk.

Materials and Resources

Color Cards from home improvement stores.

Pencil

Field trip forms signed and returned by parents to go to the Sit Spot location that is 1 minute walk from the school.

“The Listening Walk” book by Paul Showers

Organizational Strategies

Sitting in a circle to share

Think/Pair/Share

Partner work

Know/Wonder/Learn

Big/little partners for the color walk matching.

Proactive, Positive Classroom Learning Environment Strategies

Review outside expectations and safety while just off of school grounds in their Sit Spots.

Students need to know the boundaries of the exploration when they are doing their color sampling.

Extensions

-Reading “Born with a Bang: The Universe Story”

-Scientific journals

-***Sound Poems (extension of this lesson in Language Arts)
-Loose Natural Parts story creations
-Maps of their Sit Spots using their color swatches

Reflections (to be completed after the lesson demonstration)

Reference

Friesen, Shannon (2009). What Did You Do in School Today? Teacher Effectiveness: A Framework and

a Rubric. Canadian Education Council, p. 1-13

https://moodle.tru.ca/pluginfile.php/1366969/mod_resource/content/1/Friesen%20What%20Did%20you%20do%20in%20School%20Today%3F.pdf