

Inquiry Demonstration Plan

Lesson Title:	Loose Story Parts	Lesson #	4	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.

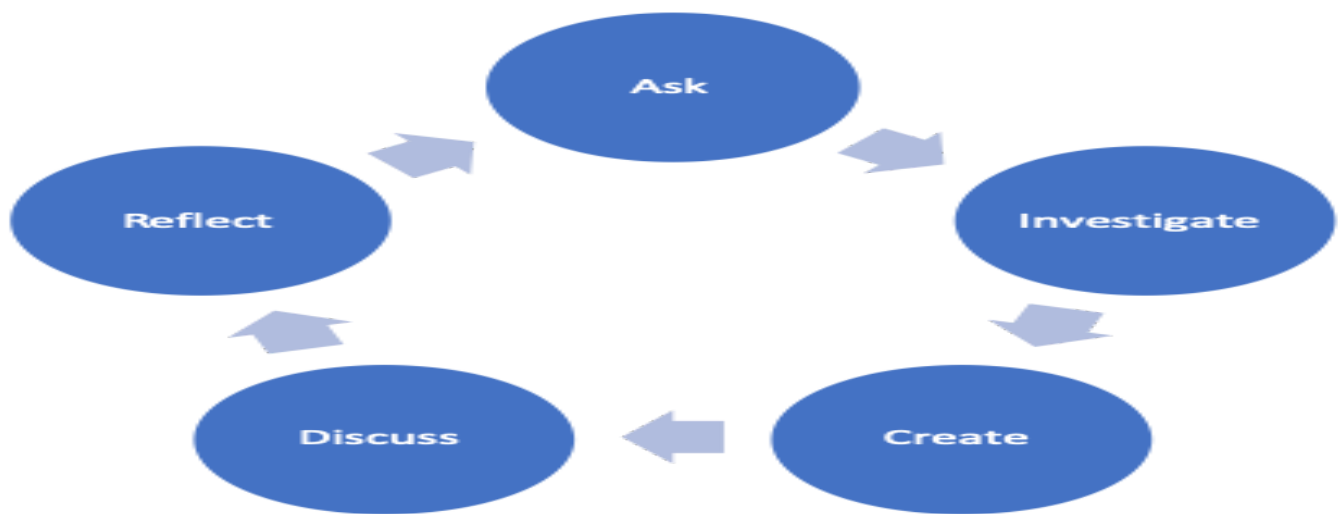
How does this project incorporate the inquiry cycle?

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>Tell me a story about your Sit Spot place.</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>How does the story of the universe relate to my place in the world?</p>



Inquiry Approach and Rationale

Ecological teaching stems from place-based learning and imagination. Students are using natural loose parts in nature and placing them in their hula hoop. They are building on things that are interesting to them and creating an imaginative story that incorporates the parts. As we cultivate learning of place and space, exploring the meaning of the place they go back to in their Sit Spots, they ask questions and are curious by connecting to it through an imaginative outlet. This process can evoke emotions through characterization, imagination, and the natural elements in their Sit Spots. When we feel the world around us and create an imaginative story about the objects we are connecting deeply with what we believe they mean and our thoughts and feelings about the things that surround us. Through imaginative story telling the students are able to share what they value about the world and what they believe is their place within it. They are able to sympathize and build more of a connection to the natural world.

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>Students are building on their prior knowledge, organizing knowledge and creating wonder through imagination and story about the natural items that surround them. The teacher guides the students in seeing the connections that exist between new ideas and things the students may want to investigate further. Students are thinking, acting and engaging with ideas like a scientist or storytelling would to make meaningful connections between their work and place-based learning. (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 students are making connections to the world outside. The students are building on their ideas and making simplistic oral stories about what they have made. They make plausible story problems and solutions. They are creative and innovative, discuss and</p>

	make connections between their items and their oral story. (Friesen, 2009)
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	Assessment of their learning is based on their engagement with the activity, their willingness to participate. Students share an oral story of their loose parts in a simple manner with a beginning, middle and end. Students give feedback and ask questions about their peers stories. (Friesen, 2009)
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	Students are enjoying this work and understand why it matters to them. They are connecting to the earth and are invested in it's creative nature. The students are invested in nature and have an emotional connection with the materials they find in nature. Students are so excited by learning that they spend extra time and effort doing their work. They derive excitement and pleasure from the work they are doing and grades are not their primary motivation. The pictures of their story loose parts will invite further dialogue as they work to extend learning, pose questions, provoke thinking and help students determine their next learning steps. As students interact with each other about stories in which they dialogue, they will build on each other's story ideas. (Friesen, 2009)
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	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, animals and traditional oral story practices. (Friesen, 2009)

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Students often collaborate as they work in groups or individually to analyze and 	<ul style="list-style-type: none"> Students use critical thinking to analyze and reflect on creative ideas 	<ul style="list-style-type: none"> Students identify their personal values and strengths and abilities to

critique, and design and develop.	<p>to determine whether they have value and should be developed, engaging in ongoing reflection as they develop their creative ideas.</p> <ul style="list-style-type: none"> Students demonstrate their competence as creative thinkers when they generate ideas about ways to increase their wellbeing, personal agency, or progress toward their goals. 	<p>determine ways they can contribute to their communities and care for the environment.</p> <ul style="list-style-type: none"> Students bring their understanding of how relationships and cultural contexts shape who they are to building relationships with others and their environment.
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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.

Language Arts:

Learning Principle 1-2-3: Language and story can be a source of creativity and joy.

-Stories and other texts help us learn about ourselves and our families.

-Stories and other texts can be shared through pictures and words.

-Everyone has a unique story to share.

-Through listening and speaking, we connect with others and share our world.

BC Curriculum Learning Standards

(STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>-Students will use their knowledge of the story of the universe and the earth to share information and create personal stories and experiences to make meaning.</p> <p>-The students' stories either real or imagined, will teach us about human nature, motivation, and experience, and often reflect a personal journey. They may also be considered the embodiment of collective wisdom. These stories will use loose</p>	<p>-The students know the content of a story (setting, character, events)</p> <p>-Students can adjust volume, pace, tone, and articulation when telling a story orally.</p> <p>-Students can focus on the speaker, takes turns; ask questions related to the topic; makes</p>

<p>parts from their Sit Spots and be told orally to instruct, inspire, and entertain listeners and readers</p> <p>-Students will use the vocabulary needed to talk about a story, such as beginning, middle, end, and main character; and can follow events in sequence.</p> <p>-Explore oral storytelling processes creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text.</p> <p>-When sharing their stories students will exchange ideas and perspectives involving taking turns in offering ideas related to the topic at hand and focusing on the speaker without interrupting.</p>	<p>personal connections; and makes relevant contributions to discussion</p>
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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."

"Learning is embedded in memory, history, and story."

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 through an imaginative story. As students investigate they are discovering what is interesting to them and what they connect most with in their Sit Spot.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	10 minutes	<p>Remind students about the story of the universe.</p> <p>Discuss/Talk about some exciting moments/interesting facts.</p> <p>Talk about the elements of a story and what is important.</p>	<p>-Students are listening to instructions.</p> <p>-Students are sharing wonderings, questions and interests with their teaching and peers about the story of the universe and prior knowledge.</p>

		Explain that today we will be collecting items in and around our Sit Spots and creating a loose parts story in our hula hoops.	
Inquiry	12 minutes 12 minutes	Students and teacher will go to their Sit Spot location to find items for their stories Teacher is moving around, asking questions to encourage deeper thinking and learning. Teacher will take a picture of each student's loose parts story for further story building in the classroom.	Students will be exploring the natural items around them and adding them to their hula hoops . -They are beginning to think about a story or creation they can make with their items. -Students will be building their stories at their Sit Spots in their hula hoop. They are thinking of a main problem/idea and creating a solution with a beginning, middle, and end using the loose natural parts materials.
Reflection	12 minutes	The teacher will gather the students to see if anyone wants to share their stories orally with the class. The teacher and students will gather around the hula hoop to see and hear the individual stories.	A few students (2-3) will share orally their Natural Parts story with the other students. Students are discussing and asking questions with their peers.
Discussion	5 minutes	The teacher will explain that the pictures taken will be developed and shared with the students during the next language block, so they can build on their loose parts story.	The students are listening and asking questions.

Materials and Resources

Book: Born with a Bang- The Story of the Universe

Hula hoop for their loose parts story in their Sit Spots

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

Teacher camera or phone to take pictures of their loose parts story.

Organizational Strategies

Sitting in a circle to share

Think/Pair/Share

Know/Wonder/Learn

Star/Wish/Inspiration for reflection at the end of the lesson.

Proactive, Positive Classroom Learning Environment Strategies

Review outside expectations and safety while just off of school grounds in their Sit Spots.
Make sure students are properly distanced from one another.

Extensions

Reading the second half of the story "Born with a Bang": The Universe Tells Our Cosmic Story"
Book 2: "From Lava to Life: The Universe Tells Our Earth Story"
Book 3: " Who Morph: Our Universe Tells Our Evolution Story"
Scientific journals
Sound Poems
Mapmaking

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