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| **KSA Focus** | **#6 – Planning meaningful learning activities**  | **Date** | September 26, 2013 |
| **Teacher** | Andrea Ziel | **Time Duration** | **15 minutes** |

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| **LEARNING OBJECTIVES** |
| **Students will:**1. Determine what a meaningful learning activity is
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| **ASSESSMENTS** |
| **Observations:** | * Group activity making – listen and look for students creating relevant activities that identify the aspects of meaningful learning
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| **Key Questions**: | * **“What is meaningful/powerful learning?”**
* Matters to student/challenging/useful/multiple intelligences/questions/application/critical thinking/
 |
| **Products/Performances:** | * Development of a meaningful learning activity for a specified outcome
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Knowledge, Skills and Attributes (KSA’s) for Interim Teachers Document
* Lesson Plan Exemplar (Hewson)
* Ned’s GR8 8
* Program of Studies
 | * **Disney puzzle**
* **Pollev question**
* **Online timer/music**
* **Cluster web hand out (13)**
* **SLO handout (3)**
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| **PROCEDURE** |
| ***Prior to lesson*** | **Set SLO’s out on back tables****Word cluster/Characters on student tables****\*Poll question set up****Beach Boys ready** |
| **Introduction** | **Time** |
| ***Assessment of Prior Knowledge*** | Announce that we will be working with KSA #6 – Teachers plan for instruction, translating curriculum into meaningful learning activities. 30-second table discussion on **what a meaningful/powerful learning activity is**. Text into polleverywhere wordle | 3 min |
| **Body** | **Time** |
| ***Learning Activity #1*** | When the music starts 1. Find people with the same character as you 2. Go to a table and brainstorm what make a learning activity meaningful for students on your cluster web | 2 minneeds more time |
| *Assessments/ Differentiation:* | Listen to groups brainstorm; encourage groups to consult Blooms and Ned’s gr8 8. |
| ***Learning Activity #2*** | Count down to gain attention following the end of the song.* Each group will receive a SLO, as a group come up/look up a meaningful learning activity
* Have students find their scene members (4)
* Have the youngest person in the group record the meaningful activity the group creates based on their SLO

• **Start online bomb timer**Give students three colored pieces for good, help, done | 6 min |
| *Assessments/ Differentiation* | Move around groups to listen and observe responses, encourage looking online for resources |
| **Closure** | **Time** |
| ***Assessment of Learning:*** | Have the tallest person in each group explain their activity and how it addresses the outcome.  | 4 min |

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| **Sponge Activity/Activities** | Importance of planning: Counting Game: have each person say a number without pre-assigning |

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| **Reflections from the lesson** | * Watch your time
* Talk slower
* Allow for sharing time after meaningful learning wood web so that all bubbles are filled in
* Look at an activity as a group first and start to pick about what makes it meaningful or not
* Add in a individual assessment piece like exit slip or “what stuck with you” post it
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