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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 | | | | |
| **ASSESSMENTS** | | | | |
| **Observations:** | | * Group activity making – listen and look for students creating relevant activities that identify the aspects of meaningful learning | | |
| **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 | | |
| **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)** | |
| **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 min  needs 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 |