

Lesson Plan Components - Grades 1-12

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| Subject/Course: Social Studies | Name: Adapted from EDUC 4736 teacher candidates' plans |
| Grade Level: Grade 4 | Date(s) & Time(s): September, 27th, 2018, 8:30 am |
| Topic: Canadian fisheries and the environment | Length of Lesson: 60 minutes |

EXPECTATION(S)

Specific Expectation(s):

B1.2: Assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada.

B1.3 Describe some key actions taken by both industries and citizens to address the need for more sustainable use of land resources

Learning Goal(s)/Refined Expectations(s):

Students will analyze articles and texts provided, participate in their group's discussion related to articles distributed, formulate answers to questions assigned, and prepare three bullet points per group - one which will be shared, all three will be handed in at end of period

Success Criteria (if appropriate):

- Identify natural resource management strategies;
- Propose additional strategies.

ASSESSMENT/EVALUATION

Curriculum

Strategy: Three bullet points to be handed in

Recording Device: Anecdotal notes

Learning Skills

Skill(s): Collaboration and responsibility

Recording Device: Anecdotal notes (Appendix A)

DIVERSITY AND INCLUSIVITY

- TJ and AL lived in a Newfoundland fishing community, parents moved to Ontario for work.
- Physical: our class has TJ who is hard of hearing and so we will provide the visual aids of a Venn diagram and circle map on the board during presentations. We will place TJ with RK who is aware of TJ's hearing impairment and technology used to communicate with him. Use microphone technology that taps into student's hearing aid.
- Learning Disability: AL has a learning disability and will be allowed to use a Chromebook to write out her points. AL will be partnered with AC who works well with her learning style.

- English Language Learner: PM will be placed with VV and a student with strong language ability - NL (group of three acceptable for this group).

LEARNING ENVIRONMENT (Physical Space)

- Students at desks for initial video and lesson at front of class
- Students around room in groups of two for activity
- Students sitting on mats in front of classroom for presentations (move desks to edges of room)

RESOURCES AND MATERIALS

- projector for video, whiteboard for diagrams, paper booklets as resources for group work
- desks, markers/pencil, sheet of paper for writing points down
- see Appendix B

TEACHING/LEARNING SEQUENCE

Beginning/Activation: (27 minutes)

Hook: <https://www.theweathernetwork.com/news/articles/watch-here-narwhals-exhibit-never-before-seen-behaviour/82235>

- have map of the Maritimes and Ontario Fishing Zones Map on whiteboard
- ask if students have been to the ocean, have gone fishing, have eaten fish
- discuss with class other known things about Canada's oceans, lakes and rivers to get an understanding of what students do and do not know
- prompt class to share what they know about fisheries (Newfoundland students AL & RK share)
- provide a brief background on fisheries
- bring a net to show when talking about fishing

Middle/Action/Application/Exploration: (25 minutes)

- show video of East Coast fisheries, and with entire class, go over one identification and assessment of what was found in the video, draw pictures and charts on the whiteboard to help with student comprehension, allow students to identify issues brought up in the video
- show video <https://www.youtube.com/watch?v=0sFmT8IXGhw> (stop at 5 min)
- broad thought-provoking question: What does fishing mean for the culture and economy of Canadians?
- explain the tasks of group work and presentation to the class, give the class questions

East Coast Fisheries: According to this article what are sustainable fishery practices? (Analyzing) In this article what happened to halt industrial fisheries? How could this be avoided? (Creating) Create a law to improve sustainability in fisheries? (Creating)

Recreational Fishing: According to this article what are good fishing practices? (Analyze) Create a law to improve sustainable fishing practices? (Creating) In this new article what happened to harm recreational fishing? How could this be avoided in the future? (Creating)

- split students into groups that would best help them to learn and hand out resource article to each group
- go around facilitating group activity, compiling anecdotal notes
- half of all groups will get recreational fishing articles and the other half will get industrial fishing articles

- during group work students will write down their points on sheet of paper that can be hung on white board
- groups will take turns coming to front of class to present their findings
- together, class will decide where points made by each group go on the Venn diagram or whether they go on circle diagram (word at center of circle diagram will be “New Sustainable Laws”)
- split into groups of two - half of class focuses on recreational fishing, half on East Coast fisheries. Analyze and discuss resources of East Coast Fisheries and recreational fishing in Ontario (provided by teachers)
- groups will come up with three points on the question provided by teachers
- class will regather and groups will present their findings. Teachers use Venn diagram on whiteboard to list how East Coast fisheries have been sustainable on one circle and Recreational fishing on the other circle, similarities of East and recreational fishing sustainability will be compared with whole class and put in the center of Venn diagram. Use circle graph to show laws groups made up that could make fishing more sustainable. Fill out diagrams while students are presenting.

Contingency plan: Learners may need to complete an article as a whole group prior to moving to smaller groups.

End/Consolidation/Communication: (3 minutes)

- at end of presentation do a recap of everything learned this lesson in a broad overview and answer any questions students may have.
 - future fishing trip with class (bring permission slip tomorrow)
 - remember quiz tomorrow

REFLECTION

- Physical: Visual aspects of lesson allowed TJ to comprehend information and participate fully in assignment. Technology used was helpful for TJ hearing verbal communication. His friend RK was helpful in communicating TJ but also somewhat distracting. (maybe, different group next time)
- Learning Disability: AL used here Chromebook to good advantage in here writing. Was greatly helped by AC by who took on the extra responsibility well.
- ELL: PM & VV worked with each other and fluent English speaker NL. VV participated fully, whereas PM was non cooperative and was antagonistic, non-responsive to instruction and had to be sent to office.
- Groups: Next group activity we will pair PM with AC for better working results, we feel PM will be more responsive to AC, we have observed they worked well together in the past.
- Next Class: We will be administering the quiz for further realization of student comprehension and understanding. We will be elaborating on this area in our next lesson, looking more in depth at the issues faced in these industries. We have found that students were interested in the Newfoundland fisheries and we will look more into this area during our next lesson. AL & RK did an excellent job in presenting their experiences with fishing in the East Coast, helpful and productive, class was attentive and intrigued during their sharing.
- Improvement: Pay more attention the PM, follow up with office and possibly parents on taking next step in his education needs. Use more visual resources (graphs & charts) to help visual learners. More time needed for presentations.