### Grade 3 Planet A Theme: Artistic Environments

[Galaxy] [40-45 minutes] [Date]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Content Focus  Describe what the students will learn. | | | | |
| TECHNICAL | | ACADEMIC | | 21ST CENTURY SKILLS |
| Where and how do people Work?  Hand-eye coordination | | Listening  Reading  Responding | | Collaboration  Communication  Productivity |
| 6E Lesson Outline  Describe what learning activities the student will do. | | | | |
| TIME | SEQUENCE | | DESCRIPTION OF LEARNING ACTIVITY | |
| 5 min | Get Started / **Engage**: Focus on the class and the lesson topic. | | Show students the Teacher Aid 3 sheet describing the big question and what they will be doing as they follow Voyager the Planet System to Planet A. What are the people called on this planet? | |
| 5-10 min | Discover / **Explain**: Provide new information or demonstrate a skill. | | Talk about the planet they will encounter, A artistic.  Using the computer, they will watch a video, work at an activity and answer questions.  Show them their color sheets and the badges they will be earning on completion. | |
| 10 min | **Exploration**: Provide opportunities to practice independently or in groups. | | **Option 1:** if you have computers for all students:  Log on to computer and start program; follow program until end of video. You can stop here and discuss or go on to activity. You can also go through questions as a group or let them answer questions with program.  **Option 2:** Using only the teacher computer and projector:  This options allows a group to watch videos together and would allow students, one at a time, to do parts of the drag-and-drop game [game can be repeated until all have a chance to practice]. The questions would be more of a discussion. Don’t be afraid of answering wrong; it will tell you the correct answer, and that can be another discussion.  **Option 3**: Using computers set up as a center:  Have the students follow the Galaxy leader and answer questions as a team after video, game and questions at end. They can refer to the occupation cards as they answer the questions. The I statement will be a part of the worksheet. May want to upload work sheet or picture of worksheet to I statements.  May want to upload work sheet or picture of worksheet to I statements. Have them check off the I statement on the computer.  At the end, have them color the A planet badge sheet. | |
| 10 min | Check for Understanding / **Elaboration**: Monitor what is being learned. | | Have them talk about videos with partners.  Have them talk about game with partners.  Have them talk about questions after finished.  Fill out questions on badge sheet. | |
| 10 min | Close / **Evaluation**: Summarize, check and answer questions. | | Can do group evaluation of asking the questions again and finding out if students know which workers do which jobs.  Can show the occupation card and ask what things the city planner planned in your city.  Ask what things they do that might not be considered thinking work.  **The I statement:** Have them discuss different work settings and conditions. This can be done in conjunction with occupation cards or slides.  Can ask questions from the I statements and have them go in and write answers in the I statements or upload worksheet..  At the end, students will color the badge and take home the badge sheet with parent helps on the back.  Send home the A planet badge sheet along with the parent suggestions for supporting their child’s learning. | |
|  | Support, Modifications and **Extensions**: Support learning for all students. | | Make sure the program is reading to the students. | |
| Materials and Resources—What do you need to assemble and prepare before the lesson? | | | | |
| Color Sheet  Teacher Aid 3 Sheet  Big Question and Learning Objectives  Grade 3 I Statements and Questions from Planet A  21st Century Skills Sheet  Grade 3 Occupation Cards: Architect, Photographer, Singer, Writer and Hairdresser [will need occupation cards to answer the worksheet]  Holland Guide Poster | | | | |
| Reflection—Did the students learn the content outlined in the lesson focus? How do you know they did or did not learn? | | | | |
|  | | | | |