

**Date:**

**Subject: SCIENCE**

**Grade: 2**

## ONTARIO CURRICULUM EXPECTATIONS

[Include both numbers and details (cut and paste content) from the curriculum documents – 2/3 specific expectations, not exhaustive]

### Overall: Understand GROWTH AND CHANGES IN ANIMALS

**Specific:** demonstrate an understanding of Piping Plovers (PIPL) as an example of an “animal”, including life stages and seasonal adaptations, and the basic physical traits of the “animal”. Demonstrate an understanding of human and nature interaction in relation to PIPL in particular.

### LEARNING GOALS

Are specific curriculum expectations rephrased in learner-friendly language- what will learners learn? Why this lesson?

We are learning about Piping Plovers- what do they look like? Where do they live? What do they eat? What are the basic life stages and life cycles of a Piping Plover? What can be dangerous for a Piping Plover? How do humans affect them, and what can humans do to help them?

### SUCCESS CRITERIA

“I can” statements that specifically outline what the learners need to do to achieve the learning goal.

I can identify a Piping Plover. I can explain their life stage from egg to chick, to juvenile and adult, and important seasonal changes. I can explain how humans can help them.

### ASSESSMENT TASKS & TOOLS ('as/for/of' learning)

Will you check to see what learners know already? (assessment for learning, i.e. KWL/questioning)

How will you check learner understanding? (assessment as learning, i.e. self assessment/high five)

What are the key tasks, performances, activities, (assignments) in this lesson that will allow learners to best demonstrate that they have achieved the Learning Goals?

What assessment tools will be most appropriate to collect data? (eg. Rubric, anecdotal, check list, etc.)

- Assessment tool- completion of Activity Book- stickers and/or notes of achievement on pages

### RESOURCES

List of resources that will be used to facilitate learning. Include a list for both the teacher and the learner.

- Slide show style presentation for teachers, PIPL Activity Book for learners

### ACCOMMODATIONS

Example of at least one accommodation that might be used for a learner with specific needs.

### INTRODUCTION

The “HOOK”, Motivator, Introduction to the Lesson

Explains the purpose of the lesson

Engages and motivates learners

- Ask about local beaches- have they ever been? Trips with family and friends? Do they like the beach? What are some fun beach activities? Have they ever noticed any fun/cool plants or animals?

### BODY OF LESSON

Includes a STEP by STEP process as to how the lesson will be carried out

Includes VARIED and ACTIVE teaching strategies (D.I.) to best achieve the Learning Goal

Consider development of Literacy Skills

Explain in detail, what exactly you will do and what you expect the learners to do.

Break up the lesson into clear sections and think about transitions from task to task.

Time needed to distribute and collect resources

Assessment of tasks or assignments

#### The Plan...

1. Start by introducing pictures of PIPL and point out key identifying features (colouring, bill, feet, size comparison).
2. Bring awareness to the surrounding environment of PIPL in pictures- where do they live? What do they eat?
3. Begin with Spring Arrival and basic courtship behaviour- “mom and dad”
4. Lead into.. nest creation (how? what materials can be used from a beach environment?) and egg laying (how many and when? What do they look like?)
5. Show pictures of nests/eggs/chicks. Use shadowbox to demonstrate real life size. Describe egg incubation, parental duties, and hatching process.
6. Point out the colouring of eggs- camouflage
7. Move onto chicks and physical appearance and abilities- what do they eat? Point out hiding and camouflage abilities

8. Describe growth into juveniles- physical differences between chicks, juveniles and adult
9. Show progressive pictures of chicks growing up- briefly describe banding and how researchers use bands to study PIPL (keeping track of individual PIPL, etc.) .
10. Explain migration- where do they go? Why? When do they return and why? (Life cycles, stages)
11. Ask students to think of predators that live near the beach who might prey on PIPL adults and chicks- show examples and have students identify and learn each species shown (gulls, crows, raccoons, etc).
12. Ask students to consider how humans might harm PIPL (stepping on nests, scaring birds, etc).
13. Introduce students to ways of how humans can help PIPL survival- nest cages, perimeter fencing, signage, giving birds lots of space, etc.
14. Move onto how to conserve the beach environment and how it relates to helping PIPL- dune protection, clean water, vegetation on beach for hiding, etc.
15. (work in activity book along the way- correlate presentation to various pages of book)

### **CONCLUSION, REVIEW, WRAP UP OF LESSON**

Recap of lesson to determine that the learners understand what you have taught. Assign seatwork/homework to the learners.

- Conclude with asking students about future beach visits and if they will help protect the PIPL- will they tell their family about it? Do they agree humans should help take care of PIPL and other things on our planet? ie. Is it important to give the PIPL chicks a chance to grow up?

### **REFLECTION OF LESSON**

What went well?

What would you do differently next time?