

## Services Lesson

<b>Grade Level/Subject:</b>	<b>Date/Period:</b>
<b>Title:</b>	<b>Lesson #: 5</b>

**Lesson Objective/Rationale** (What is the point of the lesson? What should learners be able to do at the end of the lesson?)

- Outcomes** (What are learners expected to know? Refer to the provincial Program of Studies)
- 6.1.4 What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM)
  - 6.1.5 What are the responsibilities of the provincial government (i.e., laws, taxes, services)? (PADM)

**Assessment** (What do you want learners know now?)

Students will be able to draw in their journals a venn diagram that showcases their learning in their visual journals.

**Differentiation** (What accommodations and modifications are necessary to support diverse learners? Does your plan offer open-ended opportunities for diverse learners?)

Students who are slow writers will have an opportunity to work with a scribe

**Resources/Materials** (What resources need to be prepared and available for various elements of the lesson?)

Hula hoops  
Slips for services

	<b>Time Allotted</b> (How much time)	<b>Teaching Activities</b> (What will you do? How will you adjust the lesson for depth and pace?)	<b>Learner Activities</b> (What can we see students doing?)
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	will you allow?)		
<b>Introduction/Hook</b> (What is in it for the students? Why should they want to learn this? What do they already know?)	5 minutes	Ask the students about the departments in the city, the city services. Try to activate some of their prior knowledge in regards to their local government.	Students will participate in the class discussion.
<b>Activities</b> (What will students be doing – i.e., the step by step activities?)	20-30 minutes	Students will sort the local services into the hula hoop, and then we'll move around the classroom and help guide them for what goes where into the hula hoops.  As they complete it, they can draw the venn diagrams in their visual journals and copy down what they had in their hoops into their visual journals.	Students will sort the local services into the hula hoop, and the teachers will move around the classroom and help guide them for what goes where into the hula hoops.  As they complete it, they can draw the venn diagrams in their visual journals and copy down what they had in their hoops into their visual journals.
<b>Closure</b> (What have students learned and how will it link to future learning? How do students reflect on that they have learned?)		As they finish, they can work on their local government pages.	Students can work on their local government pages.

**Reflection/Self-Assessment** (What went well? Why did it go well? How did it contribute to student learning? In what ways might you change the lesson to increase student learning? Why? How does this inform the next lesson?)

I'm concerned with how I engaged some of the students with their thinking, making some of it too easy, but I feel coming at with positive reinforcement, telling them what they had right instead of wrong, reinforced not only what they thought they knew, but also not discourage them. Time will tell how effective this lesson was, but I think my reinforcement was a good step forward for them and myself.

Adapted from Mount Royal University, Department of Education, Bachelor of Education – Elementary, EDUC 4020 Practicum Handbook, 2016.