

Supporting Gifted and Talented Students in your Classroom

Lesson Plan Template

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: SOFIA POULIOTI

TITLE OF YOUR LESSON: DAY AND NIGHT

TIME FRAME: 120 MINUTES (4 TEACHING HOURS)

SIZE OF CLASS: 18

OTHER RELEVANT REMARKS: My class is a multicultural class of students aged 4-5

SHORT DESCRIPTION OF THE LESSON AND HOW IT FITS INTO YOUR ONGOING CURRICULUM: WE WILL APPROACH THE DAY AND NIGHT PHENOMENON AS PART OF THE SKILLS LAB “INNOVATION – CREATIVE THINKING AND INITIATIVE”. THIS THEME IS INCLUDED IN THE NEW CURRICULUM THAT IS USED IN GREECE IN THE FIELD “CHILD AND SCIENCE”

LEARNING OBJECTIVES: TO UNDERSTAND THE CHANGE OF DAY AND NIGHT

EXPLANATION OF WHY THIS LESSON PLAN IS INCLUSIVE, WITH A SPECIFIC FOCUS ON MEETING THE NEEDS OF ACADEMICALLY GIFTED STUDENTS: AS I TEACH IN A MULTICULTURAL CLASS I AM ALWAYS TRYING TO MAKE MY LESSONS INCLUSIVE. I THINK THIS HAPPENS BY USING VIDEOS (INSTEAD OF TELLING THEM THE MYTH) WHICH IS MORE ATTRACTIVE, BY USING THEATRICAL PLAY, EXPERIMENTS AND DRAWING. I AM TRYING TO MEET THE NEED OF THE ACADEMICALLY GIFTED STUDENTS BY DIFFERENTIATE MY LESSON WITH THE CREATION OF THE GROUPS, BY GIVING THEM AN OPEN ACTIVITY TO CREATE THEIR OWN MYTH, BY CONDUCTING THE EXPERIMENT AND LET THEM DISCOVER THE KNOWLEDGE, BY COMBINING ARTS WITH SCIENCE.

2 ACTIVITIES

In the following section you are asked to describe the different activities which make up your lesson plan. You can add more activities by simply copy-pasting the above activity box for as many times as you require for your lesson plan.



ACTIVITY 1

THE MYTH OF FAETHON

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>THE MAIN OBJECTIVE OF THIS ACTIVITY IS TO INTRODUCE THE THEME TO STUDENTS WITH AN ATTRACTIVE WAY, SO AS THEY WANT TO WORK WITH IT FURTHERMORE.</p> <p>Skills: Critical Thinking, Discussion and Argumentation skills</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>30 MINUTES</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>THEY WATCH A VIDEO ABOUT THE GREEK MYTH OF FAETHON. AFTER THE VIDEO WE WILL DISCUSS WHAT THE ANCIENT GREEKS WERE BELIEVING ABOUT THE DAY AND NIGHT. THEY WILL PROBABLY QUESTION THEIR BELIEFS AND TELL THEIR OPINIONS ABOUT DAY AND NIGHT.</p>
<p>Role of the teacher</p> <p>What is the role of the teacher in this activity? Write here what the teacher will be doing during this activity and what is their specific role for it.</p>	<p>THE TEACHER WILL SHOW A VIDEO TO THE STUDENTS AND THEN DISCUSS WITH THEM ABOUT WHAT THEY HAVE WATCHED. WHETHER THIS IS TRUE OR NOT. IF THE BELIEVE IT IS NOT TRUE THEN WHAT THEY BELIEVE IS THE TRUE. FINALLY, THE TEACHER WILL WRITE DOWN STUDENTS ANSWERS.</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>I WILL USE THE LAPTOP (UNFORTUNATELY WE DON'T HAVE A PROJECTOR). I WILL USE YOUTUBE AND A TOOL LIKE CMAP TO WRITE DOWN THEIR IDEAS.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>In Kindergarten is important the subject we deal with to come from the students. In order to introduce them the Day and Night phenomenon and make them want to investigate I will show them the Greek Myth of Faethon, who was the son of the God</p>

	<p>Sun. The main objective is to attract their attention and start a conversation about what the ancient Greeks were believing about Day and Night and what do we believe nowadays and I will write down their opinions, which will be the hypotheses of the experiment we will implement in the next activity.</p>
<h2>ACTIVITY 2</h2> <h3>THE EXPERIMENT</h3>	
<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>THE MAIN OBJECTIVE IS TO UNDERSTAND WITH A SCIENTIFIC WAY THE DAY AND NIGHT PHENOMENON.</p> <p>Skills: Experimenting, Comparison skills, Drawing conclusions based on scientific data</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>30</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>STUDENTS WILL CONDUCT THE EXPERIMENT AND DISCUSS ABOUT THEIR FINDINGS. THEY WILL COMPARE THEM WITH THEIR INITIAL ASSUMPTIONS AND DRAW TO CONCLUSIONS.</p>
<p>Role of the teacher</p> <p>What is the role of the teacher in this activity? Write here what the teacher will be doing during this activity and what is their specific role for it.</p>	<p>THE TEACHER WILL PROVIDE THEM ANY HELP IN CONDUCTING THE EXPERIMENT, THEY WILL WRITE DOWN THEIR FINDINGS AND HELP WITH THE WHOLE PROCEDURE.</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required?</p>	<p>WE WILL NEED A FLASHLIGHT AND A GLOBE.</p> <p>We will use Cmap tools again.</p>

Choose the tool(s) and explain how you will use it.	
Description of the activity Share here the description of the activity.	AFTER WRITING DOWN THEIR IDEAS WE WILL PROCEED TO AN EXPERIMENT TO SEE WHETHER WE WERE RIGHT OR WRONG. WE WILL USE A FLASHLIGHT FOR THE SUN AND A GLOBE FOR THE EARTH. WE WILL TURN THE GLOBE AROUND ITS AXIS AND SEE WHERE IN THE GLOBE IS DAY AND WHERE IS NIGHT. WE WILL HAVE AGAIN A CONVERSATION ABOUT OUR FINDINGS. WE WILL WRITE THEM DOWN AND COMPARE THEM WITH OUR INITIAL ASSUMPTIONS.
ACTIVITY 3 “WE ARE THE SUN”	
Learning Outcomes, Skills, and Competencies What are the main objectives of this activity? Consider the Bloom’s Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).	THE MAIN OBJECTIVE IS TO CONSOLIDATE THE ACQUIRED KNOWLEDGE THROUGH THEATRICAL GAME. Skills: Applying, Expressing, Dramatizing
Time What’s the estimated duration of this activity?	30
Role of students What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.	STUDENTS WILL PLAY A THEATRICAL GAME IN SMALL GROUPS OF 3. 2 STUDENTS WILL BE STANDING BACK-TO-BACK PRETENDING THE EARTH AND ONE STUDENT WILL BE THE SUN. AS THE STUDENTS ROLL OVER THEMSELVES THE ONE WHO IS FACING THE “SUN KID” WILL HAVE DAY AND THE OTHER WILL HAVE NIGHT.
Role of the teacher What is the role of the teacher in this activity? Write here what the teacher will be doing during this activity and what is their specific role for it.	TEACHER’S ROLE WILL BE SUPPORTIVE. THEY WILL OBSERVE AND HELP WHEN NEEDED. (Before this activity we could have another one to make it funnier. We could make costumes for the kids)
ICT Tools and Resources required	NOTHING

<p>What ICT tools, resources or other technologies will be required?</p> <p>Choose the tool(s) and explain how you will use it.</p>	
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>WE WILL PLAY A THEATRICAL GAME BECAUSE IT HELPS OUR LITTLE STUDENTS TO CONSOLIDATE THE KNOWLEDGE. 2 STUDENTS WILL BE STANDING BACK-TO-BACK PRETENDING THE EARTH AND ONE STUDENT WILL BE THE SUN. AS THE STUDENTS ROLL OVER THEMSELVES THE ONE WHO IS FACING THE “SUN KID” WILL HAVE DAY AND THE OTHER WILL HAVE NIGHT.</p>
<p>ACTIVITY 4</p> <p>BACK TO THE MYTH</p>	
<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom’s Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>The main objective of this activity is to distinguish scientific true from myth and create their own myth about Date And Night.</p> <p>Skills: Creativity</p>
<p>Time</p> <p>What’s the estimated duration of this activity?</p>	<p>30</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>STUDENTS WILL BE DIVIDED INTO GROUPS. EACH GROUP WILL COLLABORATE TO CREATE ITS OWN MYTH ABOUT THE DAY AND NIGHT LIKE THE ANCIENT GREEKS. THEY WILL MAKE DRAWINGS ABOUT THEIR MYTH.</p>
<p>Role of the teacher</p> <p>What is the role of the teacher in this activity? Write here what the teacher will be doing during this activity and what is their specific role for it.</p>	<p>THE TEACHER WILL WRITE DOWN EACH GROUPS MYTHS AND WITH THEIR DRAWINGS WILL CREATE A DIGITAL BOOK FOR EACH GROUP.</p>

<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required?</p> <p>Choose the tool(s) and explain how you will use it.</p>	<p>STORYJUMPER OR BOOKCREATOR</p> <p>We will make digital books from each group's myth about Day and Night.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>We will create books from myths about Day and Night. Students will be divided into groups and each group will create a Myth like the Ancient Greeks.</p>

3 ASSESSMENT

How will students be assessed on their learning?

The activities are created by using the scaffolding method so as the knowledge to be constructed and the students can develop the new skills step by step. The third activity which is the theatrical play can be used as an assessment activity but I can give them a piece of paper to draw the Day and Night and then personally discuss and write down what they have depicted and how they understood the phenomenon.

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