

QFT-Primary Source Lesson Plan Template*

**Feel free to edit, adapt, or amend this template as is most helpful to you.*

LESSON OVERVIEW			
Name: Kateryna Jzaerli	Grade: 1	Subject: Science	Location: United Arab Emirates - Sharjah
<p>Context & Purpose: Earth Science/Energy/Light/Light Travels</p> <p>Learning targets: I can identify the source of light. I can understand that light travels in a straight line.</p> <p>Success criteria: <i>I know I am doing great if:</i> I think of the sun or another source of light when I look at the image. I can explain that light can travel in a straight line.</p>			
<p>Lesson Procedure: <i>Share the sequence of learning activities before, during, and after the QFT</i></p> <ol style="list-style-type: none"> Students will have a discussion about the learnt material (how they can see objects around them and what helps them see the objects, what they already know about light). They will find out that today we will be talking about the way light travels. Students will look at the zoomed in picture of the primary source image (Light beams into an Arizona "slot canyon" near Page, Arizona) for 15 seconds. They will discuss it in groups sharing their thoughts and findings. They will then look at the whole image for another 15 seconds and discuss what they see. Students will have around 10 minutes to ask as many questions as they can. They will ask questions individually (they can write, draw or label the image according to their abilities). Learners will work in groups to categorize questions - in this way they might help one another by reminding what open-ended and closed-ended questions are and get the idea of different perspectives. Students will then work individually to change one closed-ended question into open-ended and vice versa. They will then prioritise 2-3 questions. Students will plan their next step - how they want to do the research if they need it, if they want to work independently or in the group. 			
<p>Next Steps (i.e. how student questions will be used after the QFT):</p> <p><i>Students will create posters, stories or video demonstrations on how light travels.</i></p>			

<p>Question Focus:</p> <p><i>Zoomed in picture 1</i></p>  <p><i>The whole image</i></p>  <p>LINK: https://www.loc.gov/resource/highsm.18272/?r=0.418,0.826,0.472,0.322,0</p>	<p>Reflect on your QFocus: <i>This image would give my students the idea about the sun as the source of light, the way the sunbeam is depicted would demonstrate the linear direction and the concept that learners need to understand - the way travels in a straight line.</i></p>
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Tailoring Instructions: *Learners will work both - individually and in groups - this will help to meet everyone's needs. While students ask their questions individually I can better facilitate this process for my learners who write slowly or need support in formulating questions.*

- **Categorization Instructions:** Learners will work in groups - in this way they can see questions of their friends and they can support one another by reminding how we know if the question is C or O.
- **Prioritization Instructions:** Learners will prioritise questions individually - in this way I can better support my learners who might struggle.
- **Reflection Questions:** What question are you proud of? What question needed improvement? What question of your friend made you think deeper?

While you are not required to implement your lesson plan to complete the “Teaching Students to Ask Their Own Primary Source Questions” course, we hope that you do! If you do have a chance to implement your lesson plan prior to posting it in the TPS Teachers Network Question Formulation Technique for Primary Source Learning group [album](#), please consider adding and sharing some of the information below in addition to your plan above:

LESSON OUTCOMES
Student Questions:
Student Reflections:
TEACHER REFLECTIONS
Reflect on your lesson design and how well it achieved your objectives.
Which student questions stood out to you? Why?
Overall, what did you learn from this experience? What questions do you now have?