



HONEYBEE
LOGIC

AI That Works for Schools

Core Settings

Learning Approach

Select one or more options 

Minutes

Hours

Days

Lesson Parameters

Subject

Select at least one item from any category below

Cancel

Generate Plan Summary



7–12: Custom Planning

Plan Sets

Basic Information

Lesson Title *

Enter lesson title

Subject *

Select subject

Learning Outcome *

Enter learning outcome

Grade Level *

Select grade

Learning Approach *

Select learning approach

Duration 60 MINUTES (1.0 Hours)

Minutes

Hours

Days

5

15

30

45

60

90

120

180

Context & Accommodations

Key Concepts

Enter key concepts for this lesson

Learning Accommodations

e.g.,

- Mathematics: Provide graph paper and calculators; offer guided examples before independent practice.
- English Language Arts: Allow oral responses for writing tasks; use text-to-speech tools.
- Science: Use visual lab instructions and peer support for students with reading challenges.

Cultural Context

e.g.,

- Social Studies: Include Albertan Indigenous governance perspectives when studying political systems.
- English Language Arts: Explore diverse authors and voices to connect text themes with students' lived experiences.
- Science: Discuss environmental stewardship from multiple cultural viewpoints.

Cancel

Generate lesson

Purpose: Provide a clear central question for the unit plus three complementary guiding questions (factual, conceptual, debatable) that drive student inquiry, align with lesson activities, and foreground multiple perspectives.

- How and why did Europeans come to what would become Canada, and how did contact and colonization affect the land and different communities (Indigenous, French, British)?

Question type	Student-friendly guiding question	Why this works for the lesson	Example student task / evidence
Factual	What were the main reasons Europeans (French and British) came to the lands that became Canada?	Narrow, answerable from sources (voyage journals, trade ledgers, maps). Supports Lesson 1 investigations and map tasks.	List 3 motivations with evidence from a primary excerpt and show a map marker indicating a route or resource location.
Conceptual	How did the motivations and actions of Europeans change Indigenous lands, economies, and relationships over time?	Encourages cause–effect thinking and transfer across examples; invites multiple perspectives and timeline thinking (short- and long-term).	Create a timeline or poster linking specific motivations to at least two effects (land, culture, governance), citing Indigenous and European sources.
Debatable	Looking at evidence from Indigenous, French, and British perspectives, were the overall effects of European contact on Indigenous communities mostly harmful, mostly beneficial, or mixed — and why?	Requires weighing evidence, comparing perspectives, and constructing an argued conclusion — ideal for the jigsaw, gallery walk, and constructed response.	Write a short argument (with 2–3 pieces of evidence from different perspectives) and explain which perspective most influenced your judgment.

- Use the factual question to ensure common baseline knowledge at the start of Lesson 1.
- Use the conceptual question during synthesis (Lesson 2) to make causal links across sources and timelines.
- Use the debatable question as the culminating constructed response / exit reflection to assess students' ability to weigh evidence and perspective-take.
- Remind students to cite which perspective(s) their evidence comes from (Indigenous, French, British) and to note unanswered questions for follow-up lessons.

Plan Sets	Elements	
	1	Input
	2	Lesson Plan
	3	Reflection
	4	Student Foundations
	5	Teacher Foundations
	6	Assessment Plan
	7	Differentiation
	8	Technology Integration
	9	World Views
	10	Theological Emphases
	11	Web Resources
	12	YouTube Resources
	13	AI Connections

Theological Emphases

View



Believing

- How the lesson connects:
 - Emphasis on “the Word” and vocabulary study provides a natural bridge to recognising Christ as the living Word (the class studies how words carry meaning and change).
 - Etymology and scripture-technique suggestions (using dictionaries, context) model cherishing sources of meaning similar to cherishing Scripture.
- How the principle is addressed:
 - Students examine origins and meaning of words (parallel to reflecting on the story of salvation and responding to God’s gift by attending to meaning and origin).
 - Group reflection and justification practice invites thoughtful, reverent engagement with language as a means of truth-seeking.
- Opportunities to strengthen (Grade 5-appropriate):
 - Include 1–2 biblical words as base words (e.g., grace, covenant, redemption, disciple). Ask students to trace affixes/related forms and reflect briefly on theological meaning.
 - Begin the lesson with a short (1–2 sentence) reading of John 1:1 or a child-friendly paraphrase and invite students to notice the word “Word” and list related English words (word, wording, wordless, verbal).
 - When groups present, ask one group to explain how a chosen word relates to gratitude or response to God’s gift (linking meaning to faith response).

Celebrating

- How the lesson connects:
 - Vocabulary tasks about prefixes/suffixes can include liturgical and sacramental terminology (Eucharist, baptismal, sacramental, liturgical), helping students understand the language of celebration.
 - The “Create & Explain” performance allows students to place vocabulary in modern or ritual contexts (e.g., Eucharistic → relating to the Mass).
- How the principle is addressed:
 - By analysing liturgical vocabulary, students deepen comprehension of symbols and rituals in the liturgical year and the language used to celebrate sacraments.
- Opportunities to strengthen:
 - Provide a small set of sacramental/liturgical word cards for groups to analyze (e.g., eucharist → eucharistic, communion; baptism → baptismal). Have students explain how affixes change noun/adjective forms used in worship.
 - When discussing word-history, invite students to connect a word to a season of the Church year (e.g., “resurrection” → Easter) and create a one-line poster caption that could be used in a classroom prayer space.

Éléments

1	Entrée
2	Plan de leçon
3	Réflexion
4	Fondations de l'élève
5	Fondations de l'enseignant
6	Plan d'évaluation
7	Différenciation
8	Intégration de la technologie
9	Autres perspectives
10	Ressources Web
11	Ressources YouTube
12	Connexions IA

1. Suis-je prêt à justifier précisément les critères «par 2» et «par 5» avec la décomposition $N = 10k + u$ (et l'idée du reste 0), à distinguer clairement «facteur» vs «multiple», et à traiter explicitement les cas limites (0, 5, 10, 105 vs 150) sans approximations?
2. Pour chaque représentation (paires de jetons, monnaie 5¢/10¢, blocs base 10, bande numérique, Venn 2/5), quelle idée mathématique essentielle rend-elle visible, quels risques de confusion comporte-t-elle (ex.: «toute pièce implique un 5»), et comment ferai-je le pont explicite du concret vers l'abstrait?
3. Ma série d'exemples, non-exemples et «quasi-exemples» (p. ex., 212/211, 845/850, 1 005, 0, 150, 3 420) est-elle conçue selon la théorie de la variation pour affiner le discernement sur le «chiffre des unités», et dans quel ordre les proposerai-je pour faire émerger la règle sans la dicter?
4. Quelles idées fausses sont les plus probables dans ma classe (ex.: «si un 2 apparaît, c'est divisible par 2», «finir par 5 $\Rightarrow$ par 10», «un 0 au milieu $\Rightarrow$ par 10», «reste 1 $\Rightarrow$ quand même divisible»), et quels «hinge questions» ultra-rapides utiliserai-je pour les détecter et y répondre sur le moment?
5. Comment vais-je encadrer le langage des élèves (phrases cadres «Parce que le chiffre des unités est..., alors...»), sécuriser l'usage précis des termes (facteur, multiple, reste), et soutenir les ELL/numératie émergente (visuels, gestes, reformulations, éviter les idiomes) pendant les échanges?
6. Quels critères de réussite explicites les élèves pourront-ils co-formuler («je regarde l'unité», «je justifie avec reste 0»), quelles évidences d'apprentissage collecterai-je à chaque phase (mini-ardoises, tri, V/F), et comment utiliserai-je ces données pour réguler l'enseignement en direct et planifier le prochain cours?
7. Quels étayages concrets et options UDL ai-je prêts (manipulatifs, bande par 5, surlignage de l'unité, temps supplémentaire, binômes hétérogènes), et quelles tâches d'enrichissement approfondissent le même concept (pièges, motifs de terminaisons, multiples communs ≤ 200) sans déborder vers d'autres critères?
8. L'alignement est-il serré entre les objectifs du jour et chaque activité/représentation, et si le temps manque, quelle «priorité de contenu» conserverai-je pour garantir la maîtrise des critères 2/5 et le lien à 10 (et que retirerai-je sans rompre la progression CRA)?
9. Dans les problèmes contextualisés, comment vais-je modéliser la routine «Comprendre–Planifier–Réaliser–Vérifier» sans transformer la tâche en obstacle de lecture, et quelles questions de mise en relation poserai-je pour relier explicitement la solution au critère de l'unité plutôt qu'au calcul exhaustif?
10. Si des questions hors portée surviennent (divisibilité par 3/4/25, division par 0), quelle réponse brève et mathématiquement correcte donnerai-je pour recentrer la leçon, tout en renforçant l'idée clé «seul le chiffre des unités compte pour 2, 5 et 10» et en préfigurant prudemment les suites?

Framing for Panel Discussion

**Vision
Collaboration
Learnings
Sustainability**



Discussion Questions

- 1** What are you noticing in your district right now regarding AI use or awareness think of teachers, leaders, and administrators?
- 2** Where are you on your AI journey in terms of impact—cautious, curious, or committed? How you formed an AI vision and mission statement to guide the division?
- 3** What “problems of practice” might AI help you address in your context?
- 4** What barriers – structural, cultural, or technical – are limiting progress, and how might they be reduced?

Thank you

