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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Nina Paterson** |

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| **Grade** | Kindergarten | **Topic** | Comparing Stories Math Lesson – pg. 142 Math Focus book |  |
| **Date** | Tuesday, Nov.17, 2020 | **Allotted Time** | 30 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC’s New Curriculum. (2016). British Columbia Ministry of Education. Retrieved from: <https://curriculum.gov.bc.ca/>  First Nations Education Steering Committee (FNESC). (2014). The First Peoples Principles of Learning. Retrieved at [http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP- POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf](http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-%20POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf) | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is important because students are learning to compare numbers. This lesson will encourage the use of “mathematician language” with the phrases of “more than,” “fewer than,” “greater than,” and “less than.” This lesson is the first of a set of lessons from *Math Focus t*hat will be done this week. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
| **-Students will learn how to communicate which group of counters has more or less.**  **-Students will learn “mathematician” words to describe their thinking**  **-Students will collaborate with their classmates to share their thinking**  **-Students will share their own boards**  **-Students will communicate their findings to the class** |  |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves patience and time.  Learning is embedded in memory, history, and story. | **Students will learn through experimenting with math counters. Students will work with peers to create stories about their math.**  **Students will be patient with themselves as they learn this new math. Students will practice their new math language through the week.**  **Students will listen to a story by the teacher to introduce the lessons. Students will create their own stories about their boards.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Mathematics K  Big Idea(s):  Numbers represent quantities that can be decomposed into smaller parts  Objects have attributes that can be described, measured, and compared  *Essential or Guiding Question(s):*  How can we tell which group has more? Less?  What language can we use to compare groups?  How can we create stories to describe our groups? |
| ***Do***  Curricular Competencies (Learning Standards):  Use reasoning to explore and make connections  Estimate reasonably  Develop mental math strategies and abilities to make sense of quantities  Use technology to explore mathematics  Model mathematics in contextualized experiences  Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving  Visualize to explore mathematical concepts  Use mathematical vocabulary and language to contribute to mathematical discussions  Explain and justify mathematical ideas and decisions  Represent mathematical ideas in concrete, pictorial, and symbolic forms |
| ***Know***  Content (Learning Standards):  Number concepts up to 10  Change in quantity to 10, using concrete materials  Equality as a balance and inequality as an imbalance  Concrete or pictorial graphs as a visual tool |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Full body listening to teachers story

Participating in activity

Demonstrating their story to another student

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Creating their own story using “mathematician” language.

Assessment interviews with teachers.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will use story to demonstrate their understanding of “greater than” and “less than.” |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning through playing and experimenting with their counters on their boards. Students will demonstrate learning in their individual assessment interviews with the teacher. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to participate in the activity. Students need to create their own scenario with their counters and boards. Students need to participate in an interview with the teacher. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Listen to the teachers story about the canoe board.  Follow along with teachers prompts for counters on the boards.  Make their own scenario with the farm board.  Must perform an individual interview with teacher.  Access/All | Students can do  Answer teacher prompts about counters on the canoe board  Use mathematician language to describe their scenarios.  Share their scenario with a partner.  Most | Students could do/try to  Colour their boards when finished their stories.  Share their story with the class.  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| Resources: *Math Focus* book lesson, page 142. Canoe and Farm boards from page 328.  Materials: Pencil boxes, counters, document camera.  Preparation:  Print off boards  Colour my boards  Prepare other images/visuals for my story  Gather counters and put into four containers (paper plates?) to hand out to the tables |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| Students can colour their boards if finished early.  Remind students of core competencies on the board.  Use spark notes for positive behaviour reinforcement  Wear watch to keep an eye on the time.  Use timer for visual timer.  Be firm and patient when waiting for all students to give their full attention. |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  Set up my story at the document camera  Gather students at their tables  Tell the students a story using visuals for understanding/engagement.  Arrive at the canoe board image. Use counters to represent people in the canoe and on the beach.  Introduce mathematician language.  Ask students to help me describe my image using mathematician language.  Hand out boards and counters to students. | **Students will**  Gather at their tables.  Full body listening to story. Raise hand to answer prompts.  Participate in demonstration when prompted.  Practice mathematician language.  Raise hand to describe image using mathematician language. | 5 mins |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Repeat demonstration with counters and canoe board with students following along with their own boards and counters.  Model adding counters to the canoe and to the beach. Have students copy.  Try out a few different scenarios, with students following along with their own boards and counters. | **Students will**  Follow teachers scenario with their own boards and counters  Copy teachers demonstration  Try the different scenarios | 5 mins |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Instruct students to remove all counters from boards for a fresh start.  Allow students time to practice without teacher guidance. Students have 2 jobs.   1. Make their own scenario on their boards 2. Share their scenario with their friends using mathematician language   Call attention back and ask questions: “Raise your hand if your number of counters in the canoe is greater than the number of counters on the beach.” Rephrase and ask multiple versions.  Repeat a few times. Visit each table to see how students are doing. | **Students will**  Remove counters.  Make a scenario with their counters and boards  Share with classmates at their desk/table.  Raise hand if their board matches the statement.  Repeat | 10 mins |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  When visiting each table, monitor to see how student understanding is. Are all students able to say a mathematician sentence?  Ask a few students to share a mathematician sentence with the class about their scenario.  Another board (farm board) is prepared in case there is a lot of extra time.  When students are finished they can colour their canoe beach images.  During centers, teachers will call individual students for math assessment interviews. | **Students will**  Demonstrate their scenario to the teacher. State one mathematician sentence.  Share their sentence with the class if called upon.  Repeat with another board if necessary.  Colour canoe beach picture and add details.  Perform interview with individual students. | 5 mins |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**