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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** | Hide & Seek Math Lesson – pg. 146 Math Focus book |  |
| **Date** | Wednesday, Nov.18, 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 second in a set of lessons from *Math Focus t*hat will be done this week. The set of lessons are meant to teach and solidify thinking about quantities and comparisons between quantities. |

**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 animals 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 findings in the class with each-other**  **-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. Students will experiment with animal toys and other objects in the classroom. Students will use their findings in the classroom to communicate math ideas.**  **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 respond to the story.** |

**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 of objects has more? Less?  What language can we use to compare amounts?  What objects are in the classroom that can be described with mathematician language? |
| ***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 teacher

Participating in activity by finding an object in the class

Responding to prompts about objects that are found in the class

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Making their own chart with animals sorted on it.

Give one statement to teacher about their chart.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will use toys and objects 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 toy animals and other objects. Students can demonstrate their learning by giving the teacher one statement about their chart. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to participate in the activity by finding objects within the classroom. Students need to make their own chart. |

**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  Students must perform full body listening with minimal prompting  Students must look around the room for objects that can be measured by our numbers  Students can compare the amounts on the co-created chart  Students can make their own chart.  Access/All | Students can do  Students can perform full body listening without prompting  Students can share the object they found with the class  Students can give a mathematician statement about the co-created chart  Most | Students could do/try to  Students could share with the class a mathematician statement about their chart with the class  Colour their farm boards from yesterday when finished their charts.  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 146, 1,2,3,4,5 charts.  Materials: Pencil boxes, document camera, one sheet of green paper, animal toys from classroom, farm animal sorting toys, chart paper and pens  Preparation:  Create 1-5 chart  Print off charts  Get one sheet of green construction paper  Find animal toys from classroom for demonstration  Gather farm animal sorting toys and put into five containers (paper plates?) to hand out to the tables and for my example  Set up chart paper into 1-5 chart. |

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

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| Students can colour their farm boards from yesterday if finished early. Farm animal sorting toys can be played with on the farm board.  Wear watch to keep an eye on the time.  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 chart paper and toy animals on green paper at the carpet  Invite students to sit in a circle at the carpet  Inform student of the activity we will be playing: Hide & Seek  and the learning intention: use toys and objects to demonstrate understanding of “greater than” and “less than.”  Connect to core competencies  Recite the poem to students:  “We’re in the jungle! Take a peek. Animals play hide and seek. Which animals can you find? How many are there of each kind?”  Ask students to tell me how many of each animal there are.  Have groups of students stand up to represent the animals.  Ask for comparison statements using mathematician language.  Ask students: Can we do this with other objects? | **Students will**  Join teacher at the carpet, sitting in a circle with demo in the middle  Full body listening to information and poem. Hands raised to respond to any prompts asked.  Count to determine how many animals there are  Stand up, if asked, to represent groups of animals  Use mathematician language to create statements about the groups of animals  Respond |  |

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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**  Unveil chart paper with categories labelled 1-5.  Inform students it is time for our “hide & seek” game. “When I say go…” students can go around the room and find an object that we have ONE of.  Call students back to carpet.  Ask students what they found. Use images to record in the ONE column on the chart paper.  Repeat with numbers 2-5.  Ask students for mathematician sentences about the columns. | **Students will**  Go around the room looking for objects that only have ONE.  Return to carpet with their idea.  Raise hand to inform teacher what they found  Repeat with numbers 2-5.  Raise hand to give mathematician sentences. |  |

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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**  Invite students to return to their desks.  Ask Special Helper to hand out chart papers to table groups  Hand out farm animal sorters to tables.  Give students prompts for their charts:  “Where can we put one horse? Two pigs?”  “Put two sheep in the two column.”  Ask students for statements about their chart. Ex “The number of cows is greater than the number of pigs.”  Prompt: “How do we know?”  Repeat prompting and questioning until students seem confident | **Students will**  Return to tables  Special helper hands out chart papers  Receive chart papers and animal sorters  Follow teachers instructions  Raise hand to give statement about their charts  Respond to questions. |  |

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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**  Instruct students to clear their charts  Give students opportunity to sort their animals on their own.  Encourage students to share their mathematician statements with their friends at their table.  Walk around and observe each table. Ask each student to give me a mathematician statement.  When students are finished, give them the farm boards from yesterday back for colouring. Students can play with their boards and farm animal sorters until gym. | **Students will**  Clear the animals from the chart  Practice sorting their animals into columns on their charts.  Share mathematician statements with each other  Share a mathematician statement with the teacher  Colour farm boards. Play with animal sorters  Get ready for gym. |  |

**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***?**