

Lesson Plan Template (Revised 2018) Elementary Years

Name: **Brittany Harkin**

Grade **K**

Topic **Math**

Date **March 12, 2019**

Allotted Time **30 Minutes**

STAGE 1: Desired Results

Cite sources used to develop this plan:

BC Curriculum; literary sources

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

Students are getting more familiar with numbers to 10

Curriculum Connections: *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

Understand

Big Ideas: Numbers represent quantities that can be decomposed into smaller parts; One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers

Essential or Guiding Questions: How can we represent numbers to 10?

Do

Core Competency (Communication, Creative and Critical Thinking and Personal and Social Responsibility): Access background information (critical thinking); communication of ideas; creatively representing ideas; listening respectfully to others (personal and social)

Curricular Competencies: develop, demonstrate, and apply mathematical understanding through play, inquiry and problem solving; visualize to explore mathematical concepts

Know

Content Standards: number concepts to 10; ways to make 5; decomposition of numbers to 10

First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

STAGE 2: Assessment Plan

Learning Intention: What will students learn?	I can represent numbers to 10 in different ways
Evidence of Learning: How will students show their learning?	engagement, asking/answering questions, participating in activities
Criteria: What criteria will help students know how to be successful?	engagement in conversation and activities, following instructions

STAGE 3: Learning Plan

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

hula hoops, double sided counters, worksheets, number symbols

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

-chimes will be used to gain and redirect attention

Lesson Development

Connect: <i>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.</i>	Pacing
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<p>Teacher will tell students that we are playing around with numbers to 10</p> <p>Teacher will draw 2 circles on the white board using numbers between 0-10. Ask students how many are in each circle and in total. Ask if anyone can think of another way to show the total number. Check for understanding and then explain the hula hoops</p>	<p>Students will access background knowledge about numbers to 10</p> <p>Students will think critically about ways to make up and show certain numbers</p>	5 min
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<p>Process: <i>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?</i></p>		Pacing
<p>Teacher will have use numbers between 0-10 and have students stand in different hula hoops. They will all start in one hula hoop and then decompose into 2 hula hoops to show different ways to break up the number. (I will introduce what the word decompose means)</p> <p>Teacher will ask students to count and tell if there are other ways to show the same number (stress that even though they are in 2 groups the total is the same), ask questions about more and less</p> <p>Teacher will repeat the above with different students using popsicle sticks so everyone has a turn</p> <p>Teacher will draw the combinations on the board for students to see and compare during each example and every time the student count, I will show that on the board demonstrating different ways to count</p>	<p>Students will count how many students are in total and then how many are in each of the two hula hoops after decomposition, they will show these numbers with their hands</p> <p>Students will work together to rearrange and count to show different ways to make the same number and view it on the white board as well as reviewing more and less</p>	5-10 min
<p>Teacher will explain next activity and hand out counters and worksheets (pair students up and one of the pair will roll a dice, the other student will use 2 sided counters to show one way of making that number, and the first person will see if they can make it a different way. Then they will trade jobs and do it again)</p>	<p>Students will pair up and one of the pair will pick a number out of 10, the other student will use 2 sided counters to show one way of making that number, and the first person will see if they can make it a different way. Then they will trade jobs and do it again</p>	5-10 min

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?*
Students are using their bodies and working together to create different combinations of the same numbers

Planning for diversity (adaptations, extensions, other): <i>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?</i>			Pacing
<i>Students need to</i> <i>follow along and participate</i>	<i>Students can do</i> <i>follow along and work collaboratively to create number combinations, see at least 2 ways ways to make up a number</i>	<i>Students could do</i> <i>follow along, work collaboratively, and understand multiple ways to make up a number</i>	
Access	Most	Few	

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.*
Students are working together in pairs to create number combinations with counters dice

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?*

This was a very successful lesson. Students were very engaged throughout as they had many opportunities to move around and interact with the lesson and one another. While they did struggle a bit with the final activity, it was their first time doing it. With more practice I believe students will improve and be able to show each other multiple ways of making a number.

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?