

Lesson Plan Template (Revised 2018)
Elementary Years

Name:

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Grade	<table border="1" style="border-collapse: collapse;"><tr><td style="padding: 2px 10px;">1/2</td></tr></table>	1/2	Topic	<table border="1" style="border-collapse: collapse;"><tr><td style="padding: 2px 10px;">Math</td></tr></table>	Math
1/2					
Math					
Date	<table border="1" style="border-collapse: collapse;"><tr><td style="padding: 2px 10px;">February 21, 2020</td></tr></table>	February 21, 2020	Allotted Time	<table border="1" style="border-collapse: collapse;"><tr><td style="padding: 2px 10px;">50 minutes</td></tr></table>	50 minutes
February 21, 2020					
50 minutes					

STAGE 1: Desired Results

Cite sources used to develop this plan: *What sources were used for development of this lesson? What was used for inspiration?*

BC Curriculum

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

<p>Students have been learning addition. Students are working on the counting on strategy. This lesson is meant to be a review of skills and strategies that students have learned over the last two weeks. Number lines will be focused on in many of the different centers that students will be participating in as it is something they have just been introduced to this week. Number lines are meant to help students with the counting on strategy which is what they have been working on these last few weeks.</p>

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

Understand

Big Ideas:
 -Gr. 1: Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency.
 -Gr. 2: Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.

Essential or Guiding Questions:
 How can number lines help us when using the counting on strategy?
 How can we use different materials and strategies to do addition?

First Peoples Principles of Learning (Expanded in Stage 3):
 Learning takes patience and time.

Do

Core Competency (Communication, Creative and Critical Thinking and Personal and Social Responsibility):
 Critical and Creative Thinking:

-Students will have the opportunity to model their thinking using many different types of manipulatives.

Communication:

-Students will have to have appropriate communication with their classmates and group members in order to successfully complete the math activities.

Curricular Competencies:

-Model mathematics in contextualized experiences

-Represent mathematical ideas in concrete, pictorial, and symbolic forms

Know

Content Standards:

Gr. 1

-Addition and subtraction to 20 (understanding of operation and process)

-Change in quantity to 20, concretely and verbally

Gr. 2

-Addition and subtraction facts to 20 (introduction of computational strategies)

-Addition and subtraction to 100

STAGE 2: Assessment Plan

Learning Intention: What will students learn?	I can use the counting on strategy to do addition.
Evidence of Learning: How will students show their learning?	-Students will complete and participate in different math stations. Students will participate in these math stations as extra practice of learned concepts as well as to engage with mathematical concepts in a new and fun way.
Criteria: What criteria will help students know how to be successful?	-Actively participate in each of the math centers -Working well with other group members -Trying every math center and asking for help if needed

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? This does not need to be used for assessment if it is not appropriate for you learners at this time.*

The concepts and strategies practiced and used in these activities will help students with their understanding of addition. Some of these games and activities will also be added to a math centers location in the classroom.

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STAGE 3: Learning Plan

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

Math center games: Human number line, Post it Math, Missing number popsicle sticks, Number line baggies, Number line dominos, Addition number line game, addition 0 to 100 number line game.

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

- Strategically place students in pre-determined groups based on people they get along with as well as people they will be able to focus with. Write these groups on the board before recess so that students know who they are paired with.
- Number line and all other materials will have to be ready before recess starts since the teacher has recess supervision. Teacher will do this the last ten minutes before recess starts while students are participating in literacy centers.

Lesson Development:

Planning for diversity *(adaptations, extensions, other): 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>Students need to</i>	<i>Students can do</i>	<i>Students could do</i>
<i>Try all math centers and get along with their group members most of the time.</i>	<i>Participate in all math centers and work well with their group members.</i>	<i>Participate and help other students in math centers and work well with all classmates.</i>
Access	Most	Few

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

<p>First Peoples Principles of Learning:</p> <p>Learning takes patience and time.</p>	<p>Students Learning and Growing Understanding of the FPPLs:</p> <p>Learning a new skill takes patience and time. Students must remember this FPPL when learning a new skill such as addition. Ultimately students will grasp some understanding of addition and will carry this knowledge with them and use this skill daily for the rest of their life.</p>	
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<p>Hook:</p> <p>Teacher will</p> <ul style="list-style-type: none"> -Gather all students at the carpet after recess. -Remind students of learning intention “I can count on by 1 and by 2” “I can add 0” -Tell students that today we will be playing a variety of different math games and activities that will help us develop our counting on skill. Tell students that they will go to each station for around 5 minutes. When the time is up they will be told to move to the next station. They may not have a chance to go to all stations today but they will be able to play with these stations again as some will become part of a math centers station. -Tell students that they have been put into groups already. Refer to these groups on the board so students know who they are in a group with. (read them out for students) -Go over expectations for math centers: work well with you group members and be respectful to one another. Have fun trying all of the stations! 	<p>Students will</p> <ul style="list-style-type: none"> -Come in after recess and sit quietly on the carpet. -Look at the learning intention poster for math. Read out learning intention with teacher. -Look to the board to see their group. -Listen to the criteria for math centers. Ask any questions if they have any. 	<p>5 mins</p>
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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>		<p>Pacing</p>
<p>Teacher will</p> <ul style="list-style-type: none"> -Introduce each of the centers to the students and show them where they are located in the room. For example the teacher will go over to one of the tables that has the missing number popsicle sticks on them. Teacher will show students what this station is and stand beside it so that students know where it is. 	<p>Students will</p> <ul style="list-style-type: none"> -Watch the teacher as she moves around the room and demonstrates each station. -Ask any questions if they have them. 	<p>5 mins.</p>

<p>-Teacher will go to all the stations around the room and explain them to students. Students may be familiar with some of the stations as they may have played them before in previous lessons (ex. The human number line).</p> <p>-Teacher will ask students for questions before sending them to their station.</p>		5 mins.
<p>-Teacher will tell students what group they are in and where that group will start. Teacher will call each group to their station and students can begin once there. The teacher will walk around to all of the stations starting with the one she believes students may have the most trouble with (ex. Number line dash game).</p> <p>-Teacher will be constantly walking throughout the room and visiting each group. Teacher will be checking for understanding. This will provide the teacher with the opportunity to formatively assess students and see if they have grasped the counting on strategy and are ready to move on next week to counting on by 3. Teacher will also be wandering around and making sure that students are getting along as they have had trouble the last few weeks with this.</p>	<p>-Go with their group to their first station and begin once they get there.</p> <p>-Ask teacher for help by raising their hand if they are confused.</p> <p>-Actively participate in all of the stations, working well with their group members and being respectful of one another. Asking for help or clarity if they are struggling.</p> <p>-Move from one station to the next when the teacher asks them to. Go to the correct next station.</p>	25-30 mins.

<p>Closure: <i>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.</i></p>		
<p>Teacher will</p> <p>-Call everyone back to the carpet with 5 to 10 minutes left. She will ask students to sit with their learning partners across from each other. The teacher will ask students that before they say anything to their learning partner to think about what their favourite math station was and why. Teacher will provide about 30 seconds for students to think about this. She will then ask that partner As go first and share with their learning partner about what their favourite station is and why. Partner Bs will just be listening. After partner As have had about 1 to 2 minutes to talk partner Bs will go. They will be given 1 to 2 minutes to talk.</p>	<p>Student will</p> <p>-Come back to the carpet.</p> <p>-Sit with their learning partner (they may have to be reminded of who their learning partner is).</p> <p>-Think about what their favourite math station was and why.</p> <p>-Partner A will share first about what their favourite station was then Partner B will share while Partner A listens.</p> <p>-Teacher will call everyone back and will pick partners to share about what their favourite station was and why.</p>	<p>Pacing</p> <p>10 min.</p>

-After partners have shared with each other the teacher will ask some partners to share about their favourite station and why.

-Teacher will then transition into an action break with students (Simon says or another action break from the mystery action break bag). After the action break students will transition into social studies where they are going to continue presenting on their family trees.