 **LESSON PLAN**

**Candidate’s name:** Aurora Mernickle

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| Grade/Class/Subject: | Kindergarten – Math | School: | Riverview Elementary |
| Date: | March 9, 2022 | Allotted Time: | 25 - 35min |
| Topic/Title: | Going to the grocery store – Groups of five and ten | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| - Students are building numeracy and it is important for them to make connections with the material so that they can apply it to daily life.  - The students have recently been given a new play set of groceries, a cash register and money that they are very interested in.  - The students have also just completed a lesson on making healthy food choices so this will give them an opportunity to apply this knowledge on a “shopping trip.”  - The next mathematical concepts will be working towards groups of 10 so we are making the building blocks of numeracy in a step by step way and introducing ten as two groups of five. |
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1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | -Students will share ideas about how they think that a group of five can be made.  -Students will reflect on how this knowledge is useful and meaningful to them and society.  -Students will listen to a video and collaborate ideas and the connections made in the video.  -Students will share how they understand the material covered.  -Students will make connections with family and community with regards to how this is meaningful.  -Students will develop an understanding regarding how each student can have different ideas but still be correct. Acceptance & tolerance. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one's identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | -Students will make connections with how this might be useful indigenous communities where food and resources are shared as well as an understanding of basic food resources.  -Students will acknowledge how helping each other can be fun and meaningful.  -Students will make connections regarding personal experience and learned knowledge.  -Students will understand how the choices of some has an effect on others. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| - 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.  - Objects have attributes that can be described, measured, and compared. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| - Use reasoning to explore and make connections  - Develop mental math strategies  - Use mathematical vocabulary and language to contribute to mathematical discussions  - Connect mathematical concepts to each other as well as other areas and personal interests  - Develop mental math strategies and  abilities to make sense of quantities  - Develop and use multiple strategies to engage in problem solving  - Explain and justify mathematical ideas and decisions  - Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts  - Model mathematics in contextualized experiences | - ways to make 5  - decomposition of numbers to 10 |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?* |
| Formative assessment: (used to ensure that the information is available and students are getting the most from their learning) Are the students connecting with the material through inquiry and discovery? Are the students engaged in a positive way (thumbs up, smiles, collaboration, sharing stories and showing interest)? Are students able to extend their learning of these concepts into other aspects of their lives and experiences?  Are students able to make groups of five?  This will also be formative as students are still building on this understanding. This will give an indication of where each student is at with their number sense and where they need more guidance and practice.  I will be the cash register clerk and students will bring items that they have counted to me. We will count them together to check where they are at on the proficiency scale at this time.  **Assessment Rubric – 4 point Provincial Proficiency Scale**  **Emerging**: Students have an initial and partial understanding and connection with the material. They are able to understand that items can be counted but do not yet have number literacy.  **Developing**: Students understand the material and are able to recognize numbers but lack engagement to connect what they know to action..  **Proficient**: Students understand and interact with the material. They are engaged in thought and conclusion. Students are able to add together items from 1 – 5.  **Extending**: Students understand and engage with the material, and are willing to respectfully collaborate and discuss with other students to derive and express conclusions and ideas. Students also make horizontal connections across other medium and with their own ideas of how to make groups of five and extend knowledge to make ten. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| -Students will have multiple sources of material to connect the understanding (visually, verbally and experientially).  -We will have an extra person (EA) that will help support class activity  -We will need an extra support person to help manage the activity and possible challenges.  -We will connect our thinking to consider alternatives for making groups of five.  -Students are motivated by playing games and they are connected to this game at this time.  -Students will work individually and as partners. I will ensure that the partnerships are a good balance and for students to support diverse needs. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| -We will need access to a smart board to access you tube video.  -We will need access to the cash register and the pretend money.  -We will need access to the food baskets and tables to sort food onto.  -We will need paper bags for the children to carry their items in.  -We will need a pre-made list of what partnerships will be a best fit to support learning. These partnerships change on a daily basis. |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | - Students will be returning from big buddies so we will start with a movement break before having the children come back to carpet.  - Teacher will give instruction to general helpers regarding closing the doors and turning off the lights as well as doing the reverse after our movement break.  - Teacher will give direction to all students to return to carpet after movement break.  -Then we will have a movement break connected to our previous lesson on healthy food choices.  Healthy food dance:  <https://www.youtube.com/watch?v=5dR22hbln6w>  3 min  -Teacher will announce to the class that it is carpet time.  -Teacher will thank the students for sitting so nicely and listening.  -Teacher will ask the Students if they want to go on a shopping trip to buy some groceries?  - We will have a short discussion about what students know about buying food and where food comes from as well as how some Indigenous communities (as well as non-indigenous) share food resources and each bring what they can to share. | 2 min  3 min  5 min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | - After connection with food we will talk about the numbers five and ten and teacher will show students how to make up a group of five food items and put them in the grocery bag.  -Teacher will also demonstrate how not to make a group of five as well as bring a teacher helper to demonstrate how each person in the pair will get five of their own items to make ten.  -Teacher will write the numbers on the board and show how, all together they make five.  -Teacher will show students how two groups of five make ten.  -Teacher will then ask questions about what students understand that they need to do next.  - Teacher will explain that the students will go in assigned pairs, when they are told to go by name I will give them each five dollars, and they will rotate through each table station (demonstrate this), pair at a time. Once they have five items each (with support from the EA and teacher in behaviour management), they will come back to me at the till in a line up with their partner to count and pay for their items.  -Teacher will ask them if they have ideas of unacceptable behaviours before they go and let them know that when they are finished paying for their items they will go and sit down on the carpet beside their partner and have a pretend picnic while they wait for the rest of the class.  Note: EA will be informed not to count items at the tables for the students. Only provide behaviour support and reasonable expectations within the time frame.  -Teacher will then call out partner names, tell them that they can go shopping for their five items each and then meet them back at the cash register to count and pay for their items.  -Students will then go and complete their tasks and come back to the carpet and once everyone is sitting students can share what items they purchased and how many they have and share a picnic. | 2 min  5 min    2 min  5 - 10 min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | - After the picnic students will be asked to bring their food items back to the table and clean up the food items on the tables.  -Teacher will inform students that as soon as the food is cleaned up that they can go to play centres. | 3 min |

**9. REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modeled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
| -Did the students enjoy the lesson?  The students (as well as myself) had fun and were engaged.  -Were intentional connections made and can we build on this process?  -Do the students have connections to past and future learning experiences?  Students have been playing with the food and enjoying creative time. We have also been making connections with counting and making groups of five as well as introducing how to make ten.  We have introduced food groups and making healthy food choices so connections have also been made with these concepts.  *-*Did any reflection in learning occur, e.g. that shifted the lesson in progress?  I had to bring the children’s focus back on me as excitement was too high for direction. The children refocussed, heard the direction and went back to enjoying their picnic.    -Can children have a take home message that they feel good about?  Students will feel empowered to be able help their parents count food items and make good choices.  -Was the time allotted effective?  Time was effective, although a few students were starting to get distracted at the end. I could have given another choice option for students to work on if they finished their picnic early (possibly more math practice).  -Was the material inclusive?  All students were able to participate and make connections. All students participated and experienced meaning. I presented the material in multiple formats (visual, experiential and verbal).  *-*Comment on any ways you modeled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?  I valued each student and took the time to understand where they are at in their learning journey. I appreciated the student input and provided direction while encouraging the students to be creative. I acknowledged the input from my coaching teacher and appreciated her time and energy.  -If this lesson is being observed, do you have a specific observation focus in mind?  My Main focus for this lesson was to make connections to five and ten in a way that make sense to the students (connection with real items that they understand).  -What would you revise if you taught the lesson again?  If I were to teach this lesson again I would give the students a specific task while they wait at the grocery store lineup.  I would also have a check list beside me with certain colours for communicating assessment of number sense to make sure that I did not forget anyone. I feel that this would not be necessary if I had more time with the students and had a progression of learning for each of them.  I would also have another focus for the children who were finished with their carpet picnic. |