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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Zachary Forster** |

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| **Grade** | 1 | **Topic** | Equal and Not Equal Quantities |  |
| **Date** | 19 12 12 | **Allotted Time** | 55 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| BC CurriculumTeacher’s Pet 2012 |

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

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| * Students have reached this point in their numeracy concept development where this is a logical step
* Children have worked with greater than, less than and equal quantities through concrete materials, pictorial representation and numeric representation
* BC Grade 1 curriculum development of numeracy concepts - equality and inequality
* Understanding of quantity expressed in numerals is critical to ongoing numeracy development
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**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| ***Understand***Big Ideas: Numbers to 20 represent and describe quantitiesEssential or Guiding Questions: How do numbers help us communicate and think about ourselves? Numbers can communicate that quantities are greater than, less than, equal or not equal when compared. |
| ***Do***Core Competency (Communication, Creative and Critical Thinking and Personal and Social Responsibility):Creative and Critical Thinking: The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandingsCurricular Competencies:* Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving
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| ***Know***Content Standards:* Meaning of equality and inequality – When comparing quantities, a mathematical symbol can be used to communicate greater than, less than, equal and not equal.
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Fir*st Peoples Principles of Learning:*

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| Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).Children will reflect on the relationship between two quantities and represent this relationship using a mathematical symbol.  |

**STAGE 2: Assessment Plan**

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| **Learning Intention:** What will students learn? | 1. Students will review learning from Monday, Tuesday and Wednesday of this week:
* concepts *greater than*, *less than* and *equal*
* using mathematical symbols to communicate these relationships
1. Students will be introduced to the concept of *not equal* and the mathematical symbol used to communicate this relationship ≠
2. Students will apply this new concept and symbol when comparing quantities
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| **Evidence of Learning:** How will students show their learning? | * Students will demonstrate their understanding of reviewed concepts through discussion and group problem solving
* Students will accurately compare sets of equal or not equal quantities using concrete, pictorial and numeric examples
* Students will accurately use the mathematical symbols = and ≠ when comparing quantities
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| Criteria:What criteria will help students know how to be successful? | * Teacher led discussion
* Demonstration of examples
* Teacher feedback
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**STAGE 3: Learning Plan**

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

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| *Greater Than Gator* Overhead cameraWhite BoardMarkerSets of 20 candies in the same colour to avoid confusionExtension ActivitiesVisual Display CardsPencilsEqual = or Not Equal ≠ activity pages: Candy template, pictorial sets, and numeric representation plus an additional challenge page if needed Ticket at the door   |

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

* Additional support needed by specific students
* Option for further practice by students who are ready to go on independently

**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:*** Write learning intention on the board
* Bring Gator and display poem *Greater Than Gator*
* Poem will be read together
* Review with students what was learned during previous lessons
* What does greater than mean?
* What does lesser than mean?
* What does equal mean?
* Which quantity does the Gator’s mouth open too?
* Which quantity does the Gator’s mouth close too?
* What does Gator do when quantities are equal?
* Examples of greater than and, less than and equal will be solved on the board using numerals
 | **Students will:*** Listen on carpet
* Participate in discussion
* Review learning from Monday, Tuesday and Wednesday of this week: concepts *greater than*, *less than* and *equal* using mathematical symbols to communicate these relationships
 | 10 minutes(soft 10) |

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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:*** The teacher will have Gator on his hand while saying, ***When Gator finds quantities that are equal, he uses an equal sign to communicate this situation.*** (Gator jaws are positioned as an equal sign.) ***Today Gator has a new question. “How would I use a mathematical symbol to show that sets are not equal?”***

(A hint will be visible on the white board)***Let’s see if we can help Gator with this question. I have a new mathematical symbol to show you.*** (Position the third Gator jaw to create an unequal symbol.)***This symbol means not equal.*** ***We use it when comparing quantities to show that the sets are not equal, not the same value***. * Ask students to return to their desks
* Demonstrate comparing sets of candies as either equal or not equal using the activity template on the overhead camera
* Co-complete with student input
 | **Students will:** * Listen on carpet
* Participate in discussion
* Applying critical thinking skills as they co-complete problems with the teacher
* Observe template being completed by teacher with student participation on overhead camera
 | 10minutes |
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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?* |
| * Students will be informed that no eating of candies can take place until activity is completed and teacher gives the OK
* Students (hander outers) will distribute activity booklet while teacher distributes bagged sets of 20 candies
* Students will complete activity as demonstrated
* Quiet hand up will call teacher to check activity template
* Feedback and support will be given
* An accurate completion will result in student drawing their candies
* When the template is totally completed candies can be eaten if desired
* Students will be challenged to complete the remainder of the booklet
* An additional equal or not equal challenge activity is also available for students who require extension

 **(30 minutes)** |

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| **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?* | Pacing |
| *Students need to:** participate in group activities
* complete the candies equal or not equal challenge with support where necessary

Access:Feedback during activity and educational artifact | *Students can do:** participate in group activities
* complete the candies equal or not equal challenge with support where necessary
* Move on into the remaining booklet activities completing pages 2 and 3

Access:Feedback during activity and educational artifacts | *Students could do** Complete all four pages of the booklet
* Begin an additional challenge page provided for extension

Access:Feedback during activity and educational artifacts |  |
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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.** Students will be called back to the carpet for discussion of what we have completed and learned
* *Greater Than Gator* will join the consolidation discussion
* Ticket at the door: I can use greater than >, less than <, equal = and not equal ≠.

**(5 minutes)** |

**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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| *What was successful in this lesson?* * Classroom management
* Side stepping a power struggle with an individual child
* Student engagement
* High energy for topic
* During consolidation and ticket out the door students demonstrated that they had achieved the learning intentions
* Pacing and time management worked beautifully

*If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?* * May employ the use of individual student white boards as a visual snap shot formative assessment during the lesson.
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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 your 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***?**