** DRAFT LESSON PLAN (REVISED 2021)**

**Candidate’s name:** Emily Barron

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| Grade/Class/Subject: | Kindergarten/Math | School: | Thornhill Primary School |
| Date: | November 30, 2022 | Allotted Time: | 30 minutes |
| Topic/Title: | Friends of Five Assessment | | |

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.* |
| The students will be asked to meet me at their ‘group spot’ for a quick review of the ‘Shake and Spill’ game, and how it corresponds with written output on a 5-frame. After a review of each number pair that makes five, the students will be asked to go to their desks and take out their pencils. The teacher will hand out a worksheet of 5 frames, ask the students to write their names at the top, and wait for the coloured counters and cups to be distributed. This is their third lesson on this concept, so this will be the beginning step for summative assessment, gauging their comprehension and understanding. |

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 | Communicating:   * Focusing on intent and purpose * Acquiring and presenting information   Collaborating:   * Determining common purposes   Critical and Reflective Thinking:   * Questioning and investigating * Designing and developing   Creative Thinking:   * Generating and incubating * Evaluating and developing   Personal Awareness and Responsibility:   * Self-advocating |

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. | The students will be asked to reflect on their prior knowledge about the number pairs that make 5. They will work with a partner, emphasizing teamwork and positive relationships.  New math concepts take patience and time to fully grasp. The students will need to exercise patience as they continue to build their math skills and work collectively to get it done. |

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. |

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?* |
| * Develop mental math strategies and abilities to make sense of quantities * Model mathematics in contextualized experiences * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Communicate mathematical thinking in many ways * Explain and justify mathematical ideas and decisions * Represent mathematical ideas in concrete forms * Reflect on mathematical thinking | * Ways to make 5 |

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?* |
| This is the summative assessment, roughly halfway through this unit. The goal is to assess students on their comprehension thus far on the Friends of Five concept. They will show me the number pairs that make five using coloured counters first, then they will colour in their 5 frames to match, with a red and blue crayon. The counters will be used as a warmup. Their completed coloured work will be handed in to be marked and documented. Gauging their understanding thus far within the unit will give the teacher an overview of what review is needed (if applicable) and how to progress forward with further lessons. |

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.* |
| At this stage, the goal is for all students to begin to gain an understanding of the Friends of Five concept. They will work in strategic partnerships to allow collaboration and assistance for those who may need some support.  Some students may require one-on-one assistance from an EA or the teacher to complete this exercise. Adult support will be placed as needed for those who may take longer to understand how number pairs work.  A student with visual impairment may be present for the lesson. In this case, they will sit at their table and use their Acrobat technology to view my lesson orientation. They will have one-on-one support specifically designated to them. An enlarged worksheet can be created for this student so that they can see their work. For differentiation, they may also be asked to complete one or two examples of this concept, rather than the whole worksheet.  For those students who are extending expectations, they can choose to write the numerals underneath their coloured five-frames to show me their number pairs in written form. |
| **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.* |

The counters will be pre-counted and set up in cups for each partnership. The worksheet will already be photocopied and ready to go. The teacher will have the document camera set up with a laminated sheet of 5-frames to show examples during the lesson orientation.

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* | The teacher will ask the students to meet at the ‘group spot’ and wait for calm bodies prior to starting. The teacher will show several examples of the ‘Shake and Spill’ game, following with colouring in the 5-frame, as a review/tutorial for them. The students will engage by raising their hands and sharing what number pairs they see from the shaken and spilt two-sided colour counters. | 10 minutes |
| **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 modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | The teacher will ask the students to transition to their desks with a pencil ready to go and a yellow and red crayon each, specifying the students’ partnerships. The students will sit attentively and show that they are ready to learn. The teacher will hand out coloured counters to all students, a cup, and a worksheet with 5 frames. The students will write their names at the top.  The students will be asked to put their names at the top of their papers. Then, they will take turns shaking the cup with all 5 counters inside, and gently spilling them out onto their desks. They will count the number pairs that are shown (yellow and red sides randomly will be shown from the spilt counters that add up to 5). Then, each partner will have to colour in their 5-frame to match the number pairs that they discovered. This process will continue until they have made 5 different combinations and filled in their entire sheet of 5-frames. The teacher will provide some support as needed, but students will do their best to work independently in their partnerships to show their understanding. | 3 minutes  15 minutes (approx.) |
| **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* | When the students are done, they will hand in their completed worksheets into the ‘hand-in bin’. If they finish early, they can use the building bins quietly in the group spot. The teacher will mark all completed work and assess the students’ understanding thus far. | 2 minutes |

1. **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 modelled 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?* |
| Pre-Conference:   * Strategic groupings of student pairings will be done on the day of, to accommodate for absences and potential EA support * The option to write the numerals that comprise the number pairs will be completed only by those who are extending in comprehension of the concept, or those who finish early. The teacher will scribe the numerals for those who need it. The students will show their understanding through their colouring and oral language, reiterating what two numbers “make five”. * The assessment will be completed following the lesson, and a conversation will take place between the Teacher Candidate and Coaching Teacher about where the lessons should progress to next, based on the students displayed understanding of the ‘Friends of Five’ concept thus far. This will be done to ensure that the students find the best success through the lessons in the future.   Post-Conference:   * Reviewing the prior material went well. We watched the Jack Hartman video about “Number Pairs That Make Five”. This reinforced the physical pairings on our hands and orally. Some students were present today who had not attended the two lessons prior, but they did a good job at jumping into our math review. I made sure to partner these students with strong learners or students who had present for the prior two lessons to help them. * In hindsight, when I explained the partner work activity, I could have used a student to work with me as an exemplar (such as the Special Helper of the day). When I sent the students to their desks, they were confused about the roles of each partner. I reiterated instructions multiple times, and with some one-on-one assistance from me, the partnerships did eventually grasp the concept of working together. When needed, I asked the students to all pause their work and look up at the TV, and I explained the process again through visual representation to ensure that they all could see my expectations. * For pacing, I broke down the lesson orientation into steps. Step number one was to sit at their desks beside their partner with their worksheet, take out a pencil and write their name. Once they had finished this, one partner did the ‘shake and spill’ and both partners counted the coloured counters and coloured in their five-frame to match. I did a quick walk-through to see where the students were at and to ensure that they understood what was happening. Then, I allowed them to move forward with completing their work. I continued to circulate and provide support throughout. * The student pairings were strategic, to ensure that one student in each group had been present for the two lessons prior to today and could help their partner. Not all the pairings were strong enough to do this work independently, but help was given as needed. The students did their best to be patient and wait for help until I was available. * Many of the students had some struggles throughout the lesson, as this was their first-time providing writing output on the number pairs for the Friends of Five. I anticipated this, and with lots of guidance and support, they were all able to provide me examples of their work. Although it may not have been perfect, the students all grasped the concept and produced work that displayed this. * For assessment, I could judge where the students need to go next with their learning and have had a discussion with my Coaching Teacher regarding how future lessons will progress. The students will continue to work on this concept and build memorization techniques through practice as they become more fluent with number pairs. I think that since this was only their third lesson about this topic, they are exactly on par with beginning to gain number pair skills. |