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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Freya Jonasson** |

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| **Grade** | 1/2 | **Topic** | 3D shapes – finishing work |  |
| **Date** | November 26, 2020 | **Allotted Time** | 35 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| * <https://curriculum.gov.bc.ca/curriculum/mathematics/1>
* <https://curriculum.gov.bc.ca/curriculum/mathematics/2>
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**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is so that students can complete their math work. They will have this time to catch up on assignments and build understanding of shapes. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
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|  | * People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.
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**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| *Learning involves patience and time.* | This lesson will embed this piece of FPPL as it will require students to be patient with their learning and know that it is developing over the unit. Students will need to be patient with themselves and recognize how their skills are growing over time. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):**Grade 1 and 2:*** Objects and shapes have attributes that can be described, measured, and compared.

*Essential or Guiding Question(s):** Can students recognize the shapes learned within this lesson when reflecting on the workbook?
* Are students able to use the workbooks to exercise their math knowledge?
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| ***Do***Curricular Competencies (Learning Standards):**Grade 1:*** Use reasoning to explore and make connections
* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Connect mathematical concepts to each other and to other areas and personal interests

**Grade 2:*** Use reasoning to explore and make connections
* Connect mathematical concepts to each other and to other areas and personal interests
* Explain and justify mathematical ideas and decisions

Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving |
| ***Know***Content (Learning Standards):**Grade 1:*** comparison of 2D shapes and 3D objects

**Grade 2:*** multiple attributes of 2D shapes and 3D objects
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**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Formative assessment for this lesson will be through working on assignments that have not been completed. Circle the class and provide verbal feedback to the students.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Summative assessment for this lesson will be the completion of the workbooks that are not yet finished.

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | The learning intention for this lesson is for students to notice the attributes of the 3D shapes in comparison to 2D shapes. They will learn about depth of the shapes and be able to apply their learning through the activity. (finishing assignments from previous classes)“Students can notice the differences between 2D and 3D shapes by looking for the shape attributes.”“Students can experiment with the shapes to determine whether a shape rolls or stacks.” |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning through classroom discussion and activities that they will be engaging in. This lesson will be based on manipulatives and they will be discovering the different kinds of shapes. They will be sorting the shapes by shapes that can roll and shapes that can stack. |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Students can tell the difference between a 2D and a 3D shape.
* Students can use wonder and questioning abilities to determine which shapes 3D – extension could be to try to learn names
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**Planning for Diversity:**

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| **Learning Target:** *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?* |
| Students need to/must do* Complete workbooks with teacher support
* Respond to assessment from teacher using supports such as 3D shapes and images of 2D shapes to make connections.

Access/All | Students can do* Complete workbooks individually
* Respond to assessment questions and prompts from teacher.

Most | Students could do/try to* Complete workbooks individually and move on to more difficult work
* Respond to question prompts during assessment time through describing what vertices are, how many sides, and other shapes details as extension.

Few/Challenge |

**STAGE 3: Learning Plan**

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

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| 2D shapes colouring activity3D shape booklet3D shapes2D shape images |

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

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| Hand out all of the booklets and let students complete the work at their own pace. Demonstrate the pages that haven’t been introduced. |

**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** * Capture student interest through the 3D shape video before the lesson
* Build student knowledge of shapes by diving deeper in the workbooks to more difficult sheets
* Share learning intention of having students finish the workbooks
 | **Students will** * Have interest captured through the 3D shape video that students will watch before lesson
* Build background knowledge by completing the workbooks that haven’t been finished
* Discover learning intention of being able to finish the incomplete workbooks
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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** * Begin the lesson by asking students to return to the carpet and turn bodies to face the SmartBoard – hand out materials during this video
* Let students know they will completing the workbooks that they have started.
* Model the two pages of the workbook that have not been completed yet
* Direct students to begin their workbooks
* Circle class and help students as needed. Make note of which students are working independently. Ask prompting questions for assessment sheet – use prompting supplies such as 3D shapes, 2D shapes to direct questions for J and C.
* Conclude workbook time by directing students to their workplace stations.
* Circle class and make sure each group stays on task.
* End workplace station time by asking students to clean up their area. Send them to their seats and prepare for planner time.
 | **Students will** * Go to carpet and face the SmartBoard to watch the 3D shape video
* Learn the target goal for this lesson is to complete workbooks
* Watch teacher model the two new worksheets in the 3D workbook
* Begin working on workbooks
* Answer any question prompts from teacher for assessment purposes.
* Hand booklets in and go to workplace stations.
* Stay on task building and sorting
* Clean up area and go to table for planner time.
 | 3 min1 min3 min10 min1 min15 min1 min |

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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?* | Pacing |
| **Teacher will** * Allow for students to practice their learning with the manipulatives and practice through the booklets
* Represent learning through the workbooks – choose colours for the 2D booklet
 | **Students will** * Practice their learning with the manipulatives and practice through the booklets
* Represent learning through the workbooks – choose colours for the 2D booklet
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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.* | Pacing |
| **Teacher will** * Solidify student learning by asking students to play with the different shapes in their workplace stations – this will allow for time to understand the shapes and use them
 | **Students will** * Solidify student learning by playing with the different shapes in their workplace stations – this will allow for time to understand the shapes and use them
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**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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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 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***?**