** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 4, Math | School: | Sacred Heart |
| Date: | March 7/2022 | Allotted Time: | 1hr 15min |
| Topic/Title: | Math Quiz and Review Games |

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.* |
| To give students as much time as they need on their quiz, but also have an educational game that helps students with their multiplication, subtraction, and addition skills that is versatile in how long it can be. |

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.* |
| [x]  COMMUNICATION – Communicating[ ]  COMMUNICATION – Collaborating [ ]  THINKING – Creative Thinking[x]  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 | Reflecting and assessing* I can gather and combine new evidence with what I already know to develop reasoned conclusions

Students will focus on critical thinking skills during the quiz using their knowledge they learned in previous lessons to draw conclusions. Focusing on intent and purpose* I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share). I listen and respond to others.

Communication has a large role in this lesson as students are expected to communicate what the secret number is through a math statement as well as respond to hints when it is their turn at the front of the classroom. In all activities students are expected to communicate effectively whether it be with the class, in partners, or to the teacher.  |

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.[x]  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 Indigenous worldview “learning involves patience and time” will be embedded in this lesson as students are expected to be patient with each other and must allow their peers to have enough time to answer their question before moving on. Similarly in the partner activity students must be patient with one another and help each other throughout the game. |

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?* |
| Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.Essential Question: Can I use what I know about multiplication, addition, and subtraction to find the secret number behind me? Can I communicate different math facts to help the person in front? Can I communicate well in a pair? (Oof help I had a hard time choosing the appropriate essential question for this!) |

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?* |
| Understanding and Solving* Develop, demonstrate, and apply mathematical understanding through play

Communicating and Representing* Communicate mathematical thinking in many ways

Students are expected to use play to demonstrate their mathematical reasoning abilities which includes finding multiple ways to represent a number and solving for the answer based on different math formula’s. Students are then expected to communicate this thinking with each other to be successful in the game. | * one-step equations with an unknown number, using all operations

Students are expected to use all operations, which will be provided by the other students, to find the unknown number that will be written behind them.  |

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 they know if they are proficient? How will the evidence be collected, 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?* |
| Students will first demonstrate learning by completing their quiz as a summative assessment of the concepts taught in previous lessons. Students will know they are proficient when they are able to answer half of the quiz with accuracy which will be documented through the quiz sheet provided. Students will receive assessment from the teacher who will assess using the four point Emerging to Extending rubric. Students will demonstrate their learning in the game by being able to answer at least one of the questions provided by the other students and they will know they are proficient when they can both answer and provide questions based on the secret number. Evidence of this learning will be shared in real time when students are able to answer questions and get feedback or help from eachother as they play the game. This will be formative. |

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.* |
|  All Students: must complete the quiz to the best of their ability and participate in the game with supportMost Students: can complete the quiz and participate in the game in at least one roleSome Students: could finish the quiz early and participate in the game in both rolesAll students are encouraged to participate, but only students who volunteer will go to the front as the “it” person so those who are uncomfortable or have anxiety issues can have a challenge by choice. EA’s will provide strategies to both the students and teacher to assist those who may need support especially during the game.  |
| **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.* |
| * Quiz
* Whiteboard markers
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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* | Prompt students that they will be doing a quiz today. First students must clear their desk and grab a pencil to prepare. | 2min |
| **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*
 | QuizStudents are expected to be silent or as close to silent as they can be when taking their test. They may raise their hands if they need help from a teacher or EA. Students who finish earlier than others are expected to hand their test in and then silently read or colour/ draw(? According to a set theme like something you love or (Magic Monday) if you had 3 wishes what would you wish for) until all students are done their test. \*Students who finish later and still want to draw could do so during the game or at lunch?GIVE STUDENT CHOICE: 2 Player game or Class GameWHAT NUMBER AM I? (NO PREP)This game is a great way to practice not only fact fluency but math vocabulary, too. To play, select one student to be the first player. That student will come to the front of the class with their back to the board. On the board behind them, you will write a number so that the student cannot see what it is.All other students will then give the player clues to help him or her guess the number. Students must raise their hands and, when called on by the player, can give one math fact as a clue. When the player accurately guesses the number, they select the next player to come to the board.The game will sound like this:Student A comes to the board and faces the class. The number 18 is written on the board. Student A calls on student B for a clue, and student B says, “You are the product of 3 and 6.” If student A knows this product, they can say, “I’m 18!” but if they are not sure, they can call on another student for a new clue.To scale down the difficulty, you might tell students to only use addition and subtraction facts as clues and to emphasize words like sum and difference. You may want to focus on smaller numbers to write on the board.To scale up the difficulty, you may give students larger numbers to work with, encourage the use of multiplication. AND/ORSpill the Beans1. Put 2 beans in a cup. The first player spills the beans onto the game board.
2. They then add or multiply the numbers that the beans landed on. If it lands on a line, it can be thrown again. Using scratch paper (if needed) subtract the answer from 50 or 100 (depending how long you want the game to last).
3. For example: The beans land on a 2 and a 5. Add 2 + 5=7 then subtract that number from 50. 50-7= 43.
4. You keep playing until the first person reaches zero.
5. Variations: Adding or multiplying, start at 50 or 100, play with 2 or 3 beans.
* Students may play this game as long and as many times as they like the “winner” of the round will be whoever is closest to 0.
 | 20-30min10-30min10-30min |
| **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*
 | Dismiss students when the bell rings and tell them they will have their math quizzes by the end of the week!  | 1min |

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?*
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| This lesson went really well with engagement as students were all participating and excited to play the games set out. Including two different games was also great as the quiz went sideways this day so students had that extra time to play more and review their multiplication, addition, and subtraction skills in a tactile way. If I was to revise this lesson I would include a backup review lesson activity to help students with their quiz because technology was difficult and we did not end up doing the quiz until the next day. I would also try to give more aids to help with  |