** DRAFT LESSON PLAN (REVISED 2022)** Block 2 – with EDUC 391 and EDUC421

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 1/ Math | School: | Glenview Elementary |
| Date: | May 25/ 2022 | Allotted Time: | 30min |
| Topic/Title: | Roll a Graph | | |

1. **RATIONALE / LESSON ORIENTATION**

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

**BC’s Curriculum (Continuous Views):** <https://curriculum.gov.bc.ca/curriculum/continuous-views>

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| *Describe how this lesson is relevant currently with these students and why it’s important. What is the purpose of lesson? Make note of the context of the lesson, students, class, emergent learning needs, focus, special events, etc.* |
| Students will be using what they learned from the previous lesson to create their own bar graphs using dice exploring the concept of graphs through manipulatives.  Cite Resources:  TPT |

1. **CORE COMPETENCIES**

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

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| **CORE / Sub-Core Competencies** *(Choose one as the primary focus for the lesson):* | *Scan the FACETS from BC’s Curriculum to choose the sub-core competency. Then select one “I can” statement from PROFILES. Describe how this “I can” statement is developed in the lesson.* |
| * COMMUNICATION – Communicating * COMMUNICATION – Collaborating * THINKING – Creative Thinking * THINKING – Critical and Reflective Thinking * PERSONAL AND SOCIAL –  Personal Awareness and Responsibility * PERSONAL AND SOCIAL –  Positive Personal and Cultural Identity * PERSONAL AND SOCIAL –  Social Awareness and Responsibility | THINKING – Critical and Reflective Thinking   * Questioning and investigating; I can explore with a purpose in mind and use what I learn. I can tell or show others something about my thinking.   Students will be exploring the concept of graphing by using manipulatives students will learn about how to create their own graph. Students will be expected to show their thinking when completing the graphs. |

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)

**BC’s Curriculum (Indigenous Resources):** <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

**The First People’s Principles of Learning (Chrona, 2014):** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

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| **FPPL to be included in this lesson** *(Choose one as the primary focus for the lesson):* | *Consider the meaning of the FPPL chosen. Describe how this FPPL is embedded into the lesson and how Indigenous worldviews, ways, and perspectives are acknowledged.* |
| * Learning involves patience and time. | Students will need to use patience with themselves as they learn how to create their own bar graphs. Students will understand that being patient with themselves means they may make a mistake, but as long as they do their best and take their time they are succeeding. |

1. **BIG IDEAS**

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

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| *Look at the subject area(s) and grade level(s) under CURRICULUM on the BC’s Curriculum website.  Choose ONE (or two) Big Idea(s) as the primary focus of the lesson. (Cut and paste)*  *Describe how this lesson is contributing to this Big Idea. What are students expected to UNDERSTAND.* |
| Concrete graphs help us to compare and interpret data and show one-to-one correspondence.  State one ESSENTIAL QUESTION to guide the learning.  How can I use a graph to represent information I’ve learned? |

1. **LEARNING STANDARDS**

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

*NOTE: The Curricular Competencies and Content of BC’s Curriculum are assessed and evaluated for student learning.*

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| **Curricular Competencies**  *What are expected to DO in this lesson?*  *Choose one as the primary focus. (Cut and paste)*  *Briefly describe it will manifest in this lesson.* | **Content**  *What are students expected to KNOW in this lesson?*  *Choose one as the primary focus. (Cut and paste)*  *Briefly describe how it will manifest in this lesson.* |
| Reasoning and analyzing   * Model mathematics in contextualized experiences   Students will be expected to use dice to center their graph around modelling how many of each number they roll.  **(THE VERB OF THE LEARNING TARGET/INTENTION)** | * concrete graphs, using one-to-one correspondence   Students will be expected to know that the vertical line represents number of students while the horizontal line represents the options. Students will also be expected to recognize which options are more popular than others.  **(THE NOUN OF THE LEARNING TARGET/INTENTION)** |

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>

*NOTE: The Assessment Plan begins developing in Block 2 during EDUC 421. Please refer to those learning resources.*

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| *How will students demonstrate their learning or achieve the learning target/intention? How will the evidence be documented and shared? How are students assessed? (i.e., self-assessment, peer assessment and teacher assessment.) What tools, structures, or rubrics are used to assess student learning (e.g., Performance Standard Quick Scale)?* |
| * Is the assessment formative or summative? Describe.   Formative, this is the second time students will practice making bar graphs   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can create a bar graph using dice**   * What type of learning target is this? (i.e., knowledge, reasoning, performance/skill, product)   Reasoning   * What Assessment Method is being used?   Written response (i.e., selected response, written response, performance assessment, personal communication)   * How will you be assessing (or evaluating) student learning?   Through observation as students fill in their worksheet as well as with the completion of at least 1 side of the worksheet   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   They are able to utilize the dice effectively to create their graph  They complete one graph to the best of their ability   * Will you be using a rubric? What questions will be asked? Please include these in this section.   No  **Reference: Classroom Assessment for Student Learning: Doing It Right – Using It Well (Chappuis & Stiggins, 2020)** |

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.* |
| By using dice as manipulatives and a variety of colours students are able to visualize each number on the graph as they do the activity.  **Planning for Diversity:**  Refers to Universal Design for Learning (UDL): Key resource: <https://udlguidelines.cast.org/>   |  |  |  | | --- | --- | --- | | ALL STUDENTS | MOST STUDENTS | FEW STUDENTS | | I must do…  Use the dice and graph 1-6 answers with the aid of the teacher or with a partner  How are all learners included? | I can do…  Complete one graph either from 1-6 or 2-12  What will most students do? | I could do…  Complete both graphs with little to no help from the teacher.  What extensions can you take? |   Instructions for EA (if applicable):  Help students where needed. |
| **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.* |
| Roll a graph worksheet x16  Dice |

**8. INSTRUCTIONAL DESIGN (ALTERNATIVE FORMAT)**

Putting BC’s Curriculum, First People’s Principles of Learning, and Assessment Plan into action. Looking for coherence.

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| **Instructional Steps** | **Teacher will:** | **Student will:** | **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* | Review the rainbow graph created the day before.  What is a graph?  How can graphs show us what we want to know?  How can we tell what option has more than the other? | Sit at the carpet looking at the smart board or teacher.  Raise a hand if they are answering a question or making a comment. | 5min |
| **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* | Introduce the Roll a Graph worksheet.  Model how to fill it in by asking students to roll some dice and filling in the worksheet as we go.  Remind students that if they choose to do the 2-12 side if they do not have enough colours to make each bar different to try and avoid putting the same colour beside eachother.  When students seem to have a good grasp of this allow them to move back to their tables to start. | Take turns rolling the dice watching the smart board as the teacher fills in the roll a graph worksheet.  Go back to sit at their table choosing some colours to begin their graph before they start rolling their dice and recording their answers. | 10min  10-15min |
| **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* | Hand in their sheet to the IN Bin  Options for early finishers   * Math centers * Create a word search | Hand in their work and begin an early finish activity. | 10-15min |

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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