** 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 24/ 2022 | Allotted Time: |  |
| Topic/Title: | Introduction to Graphs: ? of the day fruits vs veggies | | |

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.* |
| The purpose of this lesson is to introduce students to bar graphs with the question of the day concept students are familiar with in Language Arts.  Cite Resources:  Youtube  Canva |

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 bar graphs using real world evidence students will be using what they learn about their classmates to create 2 graphs showing the results. Students are expected to show their thinking when they complete the graphs and answer some questions based on the information shown. |

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 is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). | Students will recognize the connectedness of their learning by using a concept they are familiar with in LA in math. This lesson will also focus on the relationships students have with eachother in the class connecting their own thoughts and opinions to create a bar graph. |

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.* |
| Connecting and reflecting   * Connect mathematical concepts to each other and to other areas and personal interests   Students will be expected to take the data given by their classmates relating to their personal interests and graph this information connecting math with their own thoughts and opinions.  **(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 lesson will be introducing students to bar graphs   * **What is the learning target?** (This is written as an “I can” statement.) Use the Learning Standards (above).   **I can show information on a graph**   * 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 completion of the graphs either guided or by themselves   * What are the criteria? (What are you looking for to know if students achieved the learning target.)   Completion of at least on of the graphs, answering the questions based on their graph representations   * 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 doing the first graph together students will be encouraged to ask questions and learn how to do simple graphs as a class before being allowed to do the second half by themselves or with help if they are still uncertain.  **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…  Complete the Question of the Day graph  Answer 1 or more questions related to their graphs  How are all learners included? | I can do…  Complete the worksheet with guidance from the teacher  What will most students do? | I could do…  Complete the worksheet with little to no errors  What extensions can you take? |   Instructions for EA (if applicable):  Help students wherever 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.* |
| * Youtube * X17 Worksheets |

**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* | As students come in from recess turn on a related youtube:  <https://www.youtube.com/watch?v=oVLh388Exxo>  +  <https://www.youtube.com/watch?v=nDaKJBjZszQ>  Transition to Number Corner  After number corner transition to the idea of graphs.  INTRODUCTION-  Who knows what a graph is? How many students have seen a graph before today? How can they be used to show information?  A graph is an easy way to show information | Grab their shoes and sit on the carpet watching the videos while teacher is getting ready for the lesson  Participate in number corner  Raise a hand if there is a question or a comment relating personal experiences to the concept |  |
| **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* | Give the instruction for students to go back to their seat and choose 2 colours with a pencil. Once they have chosen their colours they are going to raise their hand with the colours.  Fruits vs Veggie’s graph   * Show question of the day board to students * Write the 1st number down and graph it together * Make sure to count the numbers all together as we go up the graph * Do the same with the second half of the graph   Rainbow graphing   * This time the number of students who like a certain colour will be written down as a number for students to graph themselves. * Ask students to colour their graph with the corresponding colours to get the full effect * Along with this add that the questions should be done in pencil | Sit at their seat, take out 2 colours, and a pencil. Raise their hand with the 2 colours when they are ready   * Complete the worksheet together as a class * Raise a hand when there is a question * Count up the graph together   Complete the rainbow graph and questions to the best of their abilities.  Raise a hand if the student needs help. |  |
| **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 students finish they can hand in their papers to the In bin  Completed early options   * I spy * Fun math worksheet * Jumbled words | Hand in the worksheet and do a completed early activity. |  |

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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