****

**Lesson Plan Template (Revised 2020)**

**Elementary Years**

|  |  |
| --- | --- |
| **Name:** | **Sydney Borden** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | 2/3 | **Topic** | Math, Weight |  |
| **Date** | March 12, 2021 | **Allotted Time** | 50 min. |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/mathematics/2><https://curriculum.gov.bc.ca/curriculum/mathematics/3><http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf> |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

|  |
| --- |
| Students have been learning about measurement in Math and have now begun learning about measurements of weight. This lesson will continue to build off this group’s understanding of weight and provide them the opportunity to engage in experiential learning by comparing the weights of various objects in the classroom. It is important that these students learn about weight, understand the difference between heavier/lighter objects, and how to differentiate between different units of weight measurement.  |

**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:*

|  |  |  |
| --- | --- | --- |
| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
 |
|  | I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show others something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments. I can reflect on my work and experiences and tell others about something I learned.*This lesson will incorporate critical and reflective thinking skills as students are asked to find objects from the classroom that hold varying weights. Students will also be able to use their reasoning skills to decipher which objects have heavier/lighter weight in comparison to others.* |  |

**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/>)

|  |  |
| --- | --- |
| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning involves patience and time. | Students will be building on their learning of weight and the differences between heavier and lighter objects. In order for students to form deeper understandings of the subject, students will need to continually practice their learning which takes patience and time to develop and grow.  |

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

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

|  |
| --- |
| ***Understand***Big Idea(s):Objects and shapes have attributes that can be described, measured, and compared. (grade 2)Standard units are used to describe, measure, and compare attributes of objects’ shapes. (grade 3)*Essential or Guiding Question(s):*What do scales measure? What do scales tell us?Why are scales useful/helpful? |
| ***Do***Curricular Competencies (Learning Standards):**Reasoning and analyzing*** Use reasoning to explore and make connections
* Develop mental math strategies and abilities to make sense of quantities
* Model mathematics in contextualized experiences

**Understanding and solving*** Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
 |
| ***Know***Content (Learning Standards):* repeating and increasing patterns
* symbolic representation of equality and inequality
 |

**STAGE 2: Assessment Plan**

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

Students will be assessed on their participation in the activity and their ability to work respectfully throughout the classroom. Students will also be assessed on their efforts to complete their worksheet to the best of their ability.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

N/A

|  |  |
| --- | --- |
| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | * I can tell the difference between heavier and lighter objects
* I understand the functions of a scale
* I can make predictions of weight based on visual observation
 |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | * Find various objects to weigh
* Comparing and contrasting of object weights – using mathematical language to describe variants in weight
* Working in all areas of the classroom (using inquiry and exploration)
 |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Students need to follow along with instructions of how to make their scale
* Use their scale to measure various objects throughout the classroom
 |

**Planning for Diversity:**

|  |
| --- |
| **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 doWatch the teacher and try to put own scale together, get help from teacherUse worksheet to locate objects to weigh, lots of trial-and-error processes, asks for help from teacher**Access/All** | Students can doWatch teacher and put together scale with some help from teacher/classmateUse worksheet to find objects around classroom to weigh, some trial-and-error, beginning to use logic to decipher which objects contrast/compare in weight, asks for help at times from teacher/classmates**Most** | Students could do/try toWatch teacher and put together scale on own, help other classmates to make theirsUses worksheet to find objects in classroom, uses plausible reasoning to pick various objects that will deliver desired results, helps classmates when needed**Few/Challenge** |

**STAGE 3: Learning Plan**

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

|  |
| --- |
| HangersPaper cup/bowlsStringWeight Scavenger Hunt worksheet |

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

|  |
| --- |
| -Put materials for scales on desks before class-Make scales with students at desk first -Have students begin weight scavenger hunt after completing scale |

**Lesson Development:**

|  |  |
| --- | --- |
|  |  |
| **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** -Ask students what they remember from our last math class on weight-Explain that today we will be doing some measurement of weight around the classroom with a Weigh Scavenger Hunt! But in order to do this we need to make our own scales first-Ask students what they know about scales (what they do/look like) – discuss  | **Students will** -Discuss what they remember about their learning of weight-Understand that today they will be measuring weight with a Weight Scavenger Hunt-Know that they will be making their own scales today-Discuss what they know about scales  | 5 min. |

|  |  |
| --- | --- |
| **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** -Show students a completed scale and explain that I’ve put together most of the scales, but they will need to complete the final step-Show students incomplete scale (the strings from the cups aren’t yet attached to the hanger)-Demonstrate how to tie the string on the hanger-Explain that they will need to make the lengths of the cups as equal as they can to make the scale work properly (show completed scale as visual)-Invite students to begin tying their own-Remind students that if they are having difficulty that I can help but that they can also ask a neighbour who is done for help-Walk through class giving help where needed-After students are done making scale: Ask for their attention-Explain next steps: now we will be doing a weight scavenger hunt-Show students the sheet they will need to follow for the activity – go over each question and explain how they will use their scale to complete this-Ask if there are any questions -Invite students to begin-Circulate room as students completing activity | **Students will** -Look at the completed scale that they will be making-Watch/listen as teacher shows incomplete scale and how to tie the strings for final step-Understand that they will need to try and make the cups as equal in height as they can to make the scale work properly-Begin trying to tie own strings to hanger-Ask for help from teacher/classmate if needed-Give help to classmates if done-Complete building of scale-Understand that next they will be doing a weight scavenger hunt-Watch/listen to teacher as she goes over the activity sheet, how to fill it out, and how to properly use their scales-Ask any remaining questions-Begin weight scavenger hunt | 40 min. |

|  |  |
| --- | --- |
| **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 students to complete final step of making the scale-Invite students to work throughout classroom in experiential learning-Allow students to collaborate/help one another | **Students will** -Complete the final step in creating their own scale-Working throughout the classroom with various objects in experiential learning-Collaborate/help one another-Can work at own pace through activity | Throughout |

|  |  |
| --- | --- |
| **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** -At the end of class ask students to return to their desks-Ask some students to give an answer they found in the “You Try!” section of the scavenger hunt sheet-Ask students if anything surprised them with their weighing today? | **Students will** -Return to desks-Provide answers they found in the “You Try!” section of the activity sheet-Discuss any surprises/realizations they found during the activity  | 5 min. |

**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?*

|  |
| --- |
|  |

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***?**