** LESSON PLAN (2024)**

**Candidate’s name:** Thu Trang Nguyen

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| Grade/Class/Subject: | Kindergarten/Math | School: | Imaginary School |
| Date: | Oct 10, 2024 | Allotted Time: | 30 minutes |
| Topic/Title: | Writing the number 1 | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](about:blank)

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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.* |
| This lesson is to introduce students to recognize the number 1, understand the concept of 1 (one object, one thing), learn how to trace and write the number 1, and count and identify one object from a group. |

1. **CORE COMPETENCIES**

**Key resources:** [https://curriculum.gov.bc.ca/competencies](about:blank)

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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  X COMMUNICATION – Collaborating  O THINKING – Creative Thinking  X THINKING – Critical Thinking  X THINKING – Reflective Thinking  X PERSONAL AND SOCIAL – Personal Awareness and Responsibility  O PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  O PERSONAL AND SOCIAL – Social Awareness and Responsibility | **Communication**: Students will practice their communication skills as they point to single object and say “This is one …” They will also learn how to listen respectfully when the teacher and peers are sharing their observation.   * Communicating: In familiar settings, I communicate with peers and adults (Profile 2). * Collaborating: In familiar situations, I cooperate with others for specific purposes (Profile 2).   **Thinking**:  Students will be asked to make observations, reflect on what they see to answer the questions “Show me one object that you see”.   * Critical Thinking and Reflective Thinking: I can use evidence to make simple judgements (Profile 2).   **Personal and Social**: Students will practice being respectful and  responsible for their choices as they choose and share about their observation.   * I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being (Profile 2). |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](about:blank)

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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?* |
| X Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  O Learning involves recognizing the consequences of one's actions.  O Learning involves generational roles and responsibilities.  O Learning recognizes the role of Indigenous knowledge.  O Learning is embedded in memory, history, and story.  X Learning involves patience and time.  X Learning requires exploration of one's identity.  O Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * The lesson Writing the number 1 can be taught in an experiential and holistic way through using the activities like counting, sharing about students’ observation, and reflecting on how the number 1 can be represented in the world. * When looking around the classroom to find one object with their teacher and peers, students will have chances to find things they might like to share, helping them build their preferences and identity. Students will be able to share a singing song together, developing a sense of community and belonging. * While teaching kindergarten students writing the number 1, the teacher acknowledges that some students might not be able to master it immediately. This reflects that learning takes time and patience. I will continue to encourage students to work on their writing skills. |

1. **BIG IDEAS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (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?* |
| * One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.   This lesson is to instruct students on how to write the number 1, to help them understand number concepts, like counting and quantity, by connecting the written symbol 1 to the idea of "one". |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** [https://curriculum.gov.bc.ca/](about:blank) (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| **Reasoning and analyzing**   * Use reasoning to explore and make connections * Develop mental math strategies and abilities to make sense of quantities   **Understanding and solving**   * Visualize to explore mathematical concepts   **Communicating and representing**   * Communicate mathematical thinking in many ways * Represent mathematical ideas in concrete, pictorial, and symbolic forms   **Connecting and reflecting**   * Reflect on mathematical thinking * Connect mathematical concepts to each other and to other areas and personal interests | * number concepts to 10 * change in quantity to 10, using concrete materials |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](about:blank) and[https://curriculum.gov.bc.ca/classroom-assessment](about:blank)

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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? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? 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?* |
| **Formative assessment:**   * Observe students during the counting, finding objects, and tracing activities to assess their ability to recognize and write the number 1. * Check the completed worksheets to evaluate understanding. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](about:blank)

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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.* |
| * Students will work individually to point at one object and finish their worksheet. * Students will have time to learn about the number 1 while dancing and singing along with the song. Make sure students have enough room to move around. * Students with special needs will have an EA to explain the questions and support them during their practice time. Teacher or EA might use highlighters to demonstrate writing number 1 and ask students to trace it. * Students who finish the first practice exercise will be given more time to color the apple on their worksheet, helping their motor skills. |
| **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.* |
| * Whiteboard and markers. * Large poster or chart showing the number 1. * Number 1 tracing worksheets. * Crayons or markers. * Manipulatives (counters, blocks, or small toys). * Large cards with the number 1 written on them. * A number song: https://www.youtube.com/watch?v=LJMfmGU4VMY |

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* | * Gather the students on the carpet to start Math lesson. * Start the lesson by showing students the number 1 on the whiteboard. * Ask: “Who knows what number this is?" and engage the students to shout out the answer. * Explain: "This is number 1. When we see this number, it means there is just one thing—like one apple, one dog, or one chair." * Show an object or a picture of a single item (e.g., one ball) and explain that it represents the number 1. | 5 minutes |
| **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* | **Counting Activity**: (2 minutes)   * Use manipulatives such as counters, small toys, or blocks. Place one item in front of the students and say: “Look, I have 1 block.” * Ask students to take 1 object from a pile and show it to the class.   Say: “We all have just 1 thing!”  **Visual Examples:** (3 minutes)   * Ask students to spread around the classroom and point at one thing/object, raise their hands when they can find one object, call students’ name and instruct students to say: “This is 1 car,” “This is 1 apple,” etc., reinforcing the idea that the number 1 represents a single object.   **Number 1 Song:** (5 minutes)   * Link: https://www.youtube.com/watch?v=LJMfmGU4VMY * Play the song to teach the students the number 1 while holding up 1 finger. Explain that number can be represented by different ways.   **Teach how to write the Number 1** (10 minutes)   * Demonstrate on the Whiteboard: * Stand at the whiteboard and show how to write the number 1. Break it down into simple steps: * Start at the top. * Draw a straight line down. * Use verbal cues to help them remember the steps. Say: “Start at the top and go straight down!” * Group Practice with Air Writing: * Ask the students to use their fingers to “write” the number 1 in the air. Guide them by saying, “Start at the top and go down.” * Let them repeat the motion several times, helping them get comfortable with the shape. * Tracing Practice: * Hand out number 1 tracing worksheets where students trace the number 1 several times. First, they follow dotted lines, and then they try to write it on their own. * Walk around the room, assist students who need extra help, and provide encouragement. | 20 minutes |
| **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* | **Recap the lesson:**   * Show the number 1 on the whiteboard again and ask: "What number is this?" Have students say the answer together. * Ask students to hold up 1 finger and show it to you. * Remind them that the number 1 means just one thing and show the motion to write 1 one more time * Ask students to bring their worksheets to get stickers. Provide positive feedback. | 5 minutes |

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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