** LESSON PLAN (2025)**

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

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| Grade/Class/Subject: | Kindergarten/Math | School: | Uplands Elementary School |
| Date: | Monday, March 03, 2025 | Allotted Time: | 30 minutes |
| Topic/Title: | Introducing Decomposing Numbers (Whole-Part Concept) |

1. **LESSON ORIENTATION**

**Key resources:** Instructional Design Map

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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 help kindergarten students develop their understanding of decomposing numbers, which is essential for building number sense, addition, and subtraction skills. The lesson uses hands-on activities and visual representations to teach students that numbers (1 – 10) can be broken into two parts in different ways while still maintaining the same total. |

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.* |
|  🗹 COMMUNICATION – Communicating 🗹 COMMUNICATION – Collaborating  🗹 THINKING – Creative Thinking 🗹 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 | **Communication**: * ***Communicating***

*Profile 2: In familiar settings, I communicate with peers and adults.** ***Collaborating***

*Profile 2: In familiar situations, I cooperate with others for specific purposes.*Throughout the lesson, students engage in discussions, sharing their thinking with peers and the teacher about how numbers can be broken into parts. They will work together as a whole class to break apart numbers, reinforcing collaboration and sharing ideas.**Thinking**: * ***Critical Thinking and Reflective Thinking***

*Profile 2: I can use evidence to make simple judgments.** ***Creative Thinking***

*Profile 2: I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.*Students are encouraged to develop critical and reflective thinking skills by using manipulatives and analyzing how to decompose numbers. The lesson also helps students to be creative as they will explore different ways to break apart numbers. When students hear about others’ ideas, they can learn different ways to decompose numbers, inspiring them to find different solutions to math problems.**Personal and Social**:* ***Personal Awareness & Responsibility***
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|  | *Profile 1: I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.** ***Positive Personal and Cultural Identity***

*Profile 2: I am aware of different aspects of myself. I can identify people, places, and things that are important to me.** ***Social Awareness and Responsibility***

*Profile 1: I can be aware of others and my surroundings.*Through the lesson, students can develop a sense of achievement and build self-confidence as they successfully break apart numbers and share their answers with peers. They can express their preferences through their class discussions. The lesson incorporates storytelling and real-life connections (using cubes and eagle paintings) to show number decomposition, showing students how math relates to their world.When students work together to find different ways to decompose numbers, they can learn about their responsibilities as learners and how to listen, take turns, and respect others' ideas. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

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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. 🗹 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 lesson promotes holistic and experiential learning by engaging students in hands-on activities, allowing students to physically manipulate objects to experience number decomposition.
* The lesson use eagle paintings to incorporate Indigenous ways of knowing for counting and decomposing.
* Through this lesson, students will learn that numbers (1 – 10) can be broken into two parts in different ways while still maintaining the same total. Students can explore the whole-part relationship, helping them understand the interconnectedness of things around them.
* The lesson uses the story *Ten Cockles* by Pam Holloway to introduce number decomposition, which highlights storytelling as an essential part of First Peoples' oral traditions.
* Students learn that people can have different ways to decompose numbers. People are unique, reflecting the diverse perspectives valued by Indigenous Peoples.
* Students will learn to take turns, respect materials (eagle paintings), share, and explain their reasoning during class activities, reinforcing social responsibility.
* This lesson can encourage students to find ways to decompose numbers, develop students' self-confidence, making them feel included and supported in their learning and growing. This leads to the exploration of identity.
* Students are given time to explore different ways to break apart numbers. It reflects the importance of being patient in learning and teaching.
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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?* |
| Students are expected to understand: * Numbers represent quantities that can be decomposed into smaller parts.
* One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.

Through hands-on activities with manipulatives, this lesson allows students to explore that numbers (1 – 10) can be represented in multiple ways. Numbers (1 – 10) can be broken into two parts while still representing the same total. The use of manipulatives (cubes or eagle paintings) reinforces one-to-one correspondence, ensuring that students will count accurately while decomposing numbers. Students will be encouraged to find different ways to make 5 and 10 through drawing and using manipulatives. |

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?* |
| **Reasoning and analyzing*** Use reasoning to explore and make connections
* Develop [mental math strategies](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) and abilities to make sense of quantities
* [Model](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) mathematics in contextualized experiences

**Understanding and solving*** Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use [multiple strategies](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) to engage in problem solving

**Communicating and representing*** [Communicate](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* [Explain and justify](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) mathematical ideas and decisions
* Represent mathematical ideas in [concrete, pictorial, and symbolic forms](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core)

**Connecting and reflecting*** [Reflect](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) on mathematical thinking
* [Incorporate](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core#;) First Peoples worldviews and perspectives to [make connections](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core#;) to mathematical concepts
 | * number concepts to 10
* ways to make 5
* decomposition of numbers to 10
* change in quantity to 10, using concrete materials
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1. **ASSESSMENT PLAN**

**Key resources:** Instructional Design Map andhttps://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? 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*** Student participation in discussions
* Observe students’ ability to use manipulatives to decompose numbers
* Students’ ability to decompose numbers through drawing
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1. **DESIGN CONSIDERATIONS**

**Key resources:** Instructional Design Map

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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.* |
| * Classroom management: review rules for good listening. Remind students to take turns when sharing, be patient, respect your friends, and raise hands if you want to share something.
* Use cubes or colorful eagle paintings to make abstract concepts more concrete.
* For learners need extra support: Provide extra modeling. Pair them with a buddy during independent practice.
* For advanced students: Challenge them to break numbers into three parts instead of two. Challenge them with bigger numbers (11 - 20).
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| **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.* |
| * Read-aloud book: *Ten Cockles* by Pam Holloway
* Manipulatives: Linking cubes, the sets of 10 cards with the painting *Eagle Spirit* by Norman Tait, Northwest Coast Nisga’a artist. Retrieved from https://nativecanadianarts.com/gallery/eagle-spirit/

'Eagle Spirit' by Norman Tait* Number strips (1-10)
* Whiteboards and markers
* Chart paper and markers
* Paper and pencils
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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* | * Gather students on the carpet.
* Start with a counting song *1, 2, Buckle My Shoe* or *Five Little Monkeys*.
* Air writing: Have students trace numbers in the air with their fingers as you call them out.
* Number flashcards: Show a number (1-10), and students say the number and show it with their fingers.
* Introduction: numbers can be **whole** or broken into **parts** in different ways.
 | 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*
 | **Introduction: Whole and Parts Concept*** Read-Aloud**:** *Ten Cockles* by Pam Holloway
* How many cockles do you see?
* Can we break them into smaller groups?
* Explain that numbers can be **whole** or broken into **parts** in different ways.
* Demonstration:
* Use cubes to show 5 as a whole group.
* Separate them into 2 and 3 and ask, *Is this still 5?*
* Repeat with different groupings (4 and 1, 5 and 0).
* Class Discussion:
* What happens when we break a number into smaller groups?
* Can we break numbers in different ways?

**Guided Practice - Hands-On Exploration*****Activity 1: Build and Break**** Give each student 10 linking cubes.
* Have them start with a whole number (e.g., 6).
* Ask them to break it into two parts (e.g., 4 and 2).
* Record their findings on a large class chart (6 = 4 and 2 or 6 = 5 and 1).
* Repeat with different numbers.

***Activity 2: Find the Missing Part**** Teacher says: I have 5 eagle paintings. I give 2 to my friend. How many do I have left?
* Students use their eagle paintings to figure out the missing part.
* Encourage students to say their findings out loud (5 is 2 and 3).

**Independent Practice – Drawing "My number breaks"*** Provide students with a worksheet or blank paper.
* Choose numbers (1-10): 5 and 10
* Ask students to break it into two parts, and draw a picture to show it (e.g., 5 stars, 2 on one side and 3 on the other).
* Have students share their work with a partner.
 | 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*
 | * Reflection and Wrap-Up
* What did we learn about numbers today?
* Can numbers be broken in more than one way?
* Exit Ticket: Ask each student to share a number and how they broke it into two parts before leaving the carpet.
 | 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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| * **What went well in the lesson**
* I did some retrieval practice with my students (the number song *Five Little Monkeys* and air writing) to help them review the numbers that they have learned.
* The book *Ten Cockles* was effective to help the students understand that numbers can be presented into small groups.
* I used manipulatives like cubes to help the students visualize and figure out how to break numbers into small parts easily.
* I used the painting *Eagle Spirit* as counters to weave Indigenous arts into my lesson.
* I provided extra support to a couple of students (A. and L.) and reminded some off-task students to focus on their work (T. and C.).
* I wrote different ways of breaking numbers on the board to solidify their understanding. For example, 2 and 4 make 6, 3 and 3 make 6, 1 and 5 make 6.
* I used drawing to help the students practice writing numbers and be creative in presenting their decomposing number skills.
* **What would you revise if you taught the lesson again**
* I would hold all the students to my classroom expectations as some students called out their answers instead of raising their hands first.
* I would allow more time for students to practice.
* I would work on adjusting my voice to effectively capture their attention without raising my voice.
* **How do the lesson and learners inform you about necessary next steps?**
* I will review how to break numbers 1 - 10 in different ways in the next lesson as some students have not mastered this skill yet.
* I will be consistent with my classroom expectations, reminding the class not to call out or distract during learning time.
* I will work on my pronunciation and voice modulation.
* **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?**
* I understood that using visual aids and manipulatives are beneficial for kindergarteners’ learning.
* I discussed with my practice evaluator after my lesson and took his suggestions to improve my teaching.
* I encouraged all the students to practice, highlighting that I looked for students’ participation.
* **If this lesson is being observed, do you have a specific observation focus in mind**
* I will focus on classroom management, making sure that all the students will participate in the lesson.
* I will focus on encouraging and providing support to students who need extra scaffolding.
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Worksheet for the drawing activity

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