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| **Lesson Plan**  **Name: Jenna Cook Cohort: B** | | | |
| **Lesson Title:** 10 Little Rubber Ducks **Grade:** FDK **Date:** Dec 17, 2015  **Subject/Strand**: Mathematics **Unit:** Ordinal Numbers **Location:** Classroom **Time: (**length in minutes**):** 15 minutes | | | |
| **Lesson Plan Description** (What are you teaching? How does it fit into the context of the unit? What are the big ideas/essential/enduring understandings?) | | | |
| We will read the story, and follow the ordinal numbers that it mentions through its story. | | | |
| ***CURRICULUM CONNECTIONS*** | | | |
| **Ontario Curricular Overall Expectations** (numbers from documents and details) | | | |
| NS1. Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships | | | |
| **Ontario Curricular Specific Expectations** (numbers from documents and details) selected & listed from the Ont. Curriculum, refined when necessary, has verbs that are observable & measureable, has realistic number of expectations (1 to 3), have expectations that match assessment | | | |
| NS1.8 use ordinal numbers in a variety of everyday contexts | | | |
| **Learning Goals Discuss with students: *What will I be learning today?*** (clearly identify what students are expected to know and be able to do, in language that students can readily understand.) | | | |
| Today I will learn…   * To recognize and state our ordinal numbers | | | |
| ***ASSESSMENT and EVALUATION*** | | | |
| **Success Criteria Discuss with students: *How will I know I have learned what I need to learn?*** (Clearly identify the criteria to assess student’s learning, as well as what evidence of learning students will provide to demonstrate their knowledge, skills and thinking, in language that students can readily understand). | | | |
| I can: name some of the ordinal numbers  I can: say them in the proper order | | | |
| **Assessment –** How will I know students have learned what I intended? | | | |
| **Achievement Chart Categories** (highlight/circle the ones that apply):  Knowledge and Understanding; Thinking; Communication; Application | | | |
| **Assessment For, As, Of Learning (Circle One)** (Describe way(s) you and/or your students will assess.) | | | |
| **Assessment Mode** Written, Oral, Performance (Write, Say, Do) | **Assessment Strategy and Task for Students-** What are the students doing to show their learning? e.g. turn and talk, role play/individual, cooperative, etc. | | **Assessment Tool - Instrument used to assess task and record learning**  e.g., rubric, checklist, observation sheet, turn/talk, role play etc. |
| Oral, Performance | Students with the ducks will line up in order from 1-10  Students will tell me who is behind a particular number | | Anecdotal notes |
| ***CONSIDERATIONS FOR PLANNING*** | | | |
| **Prior Learning: Prior to this lesson, students will have**  **\*** knowledge of the numbers from 1-10  \* practiced some ordinal numbers in our Christmas calendar | | | |
| **Differentiation: Content, Process, Product, Environment, Assessment/Accommodations, Modifications**   * FM speaker for student with hearing difficulties * Use finger representation for students to follow along easier | | | |
| **Learning Skills/Work Habits** Highlight/circle ones that are **assessed:** responsibility, organization, independent work, collaboration, initiative, self-regulation  Collaboration: students will work as a class to put themselves in order from 1-10 | | | |
| **Vocabulary** (for word wall and/or to develop schema)  - Ordinal Numbers - First - Second - Third - Fourth - Fifth - Sixth - Seventh - Eighth - Ninth - Tenth | | | |
| **Resources and Materials /Technology Integration**   * Storybook * Ducks | | | |
| **Learning Environment (**grouping; transitions; physical set up)  Students will be on the carpet listening to the story and participating in discussion  They will transition to math centres after the lesson is over | | | |
| **Cross Curricular Links**  Language – 1.5 use language in carious contexts to connect new experiences with what they already know | | | |
| **Three Part Lesson** | | | |
| **What Teachers Do:** | | **What Students do:** | |
| **Minds on: Motivational Hook/engagement /Introduction** (5-15 min) | | | |
| Time: 1-2 (Indicate time breakdown of instructional elements)   * Who can tell me one type of numbers first, second third are? * Can someone tell me when we use these numbers?   Today we are going to read *10 Little Rubber Ducks* | | * Ordinal numbers * Calendar, lines, sports   Students will listen to story as it is read answering any prompted questions | |
| **Action: During /Working on it** (time given for each component, suggested 15-40 min) | | | |
| Time: 10-13 (Indicate time breakdown of instructional elements)   * How many rubber ducks were in the story? * Can we count to 10 using our ordinal numbers? * I need 10 volunteers   Explain what we will be doing   * I need the 10 of you to work together to put yourself in order from FIRST to LAST (TENTH) * Students on the carpet are going to stay super quiet * Now I am going to pick a person on the carpet to tell me who is holding a particular number   Run through this a couple times until students are starting to get it | | * There were 10 rubber ducks   Students will count from 1-10 using ordinal numbers  The 10 volunteers will get up and get a duck with a number on it  Those 10 volunteers will work to put themselves in order from 1-10  Student that are picked will tell me who is holding that particular duck (5th duck) | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.) | | | |
| Time: 1-2 (Indicate time breakdown of instructional elements)  Can we count to ten one more time as a class using our ordinal numbers? | | Students will count again using ordinal numbers to 10 | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| We will continue to work with ordinal numbers and our knowledge of them | | | |
| **Personal Reflection (**what went well, what would I change, what will I have to consider in my next lesson for this subject/topic)  The Lesson:  The Teacher: | | | |