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| **Lesson Plan**  **Name: Jenna Cook Cohort: B** | | | |
| **Lesson Title:** Mitten Math **Grade:** FDK **Date:** Dec 16, 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 be practicing our knowledge of ordinal numbers through an interactive game as a class. | | | |
| ***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 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 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 guess where the snowball is by saying what ordinal number they think it is under | | 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 find the snowball | | | |
| **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** List ALL items necessary for delivery of the lesson. Include any attachments of student worksheets used and teacher support material that will support communication of instruction. Include the use of Information Technology (ICT) in your lesson plan where appropriate.   * Laminated mittens * Laminated snowman | | | |
| **Learning Environment (**grouping; transitions; physical set up)  Students will be on the carpet so they have a clear view of the mittens  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 remembers what an ordinal number is?   Have students move to the outside of the carpet  Place the mittens down on the carpet in a line  Show them all the mittens as you lay them down and have them say what number the mitten is | | * An ordinal number is first, second, third …   Students will move to the outside of the carpet and name the mitten numbers as I show them | |
| **Action: During /Working on it** (time given for each component, suggested 15-40 min) | | | |
| Time: 10-13 (Indicate time breakdown of instructional elements)  Explain game   * I am going to hide the snowball behind a mitten, and we are going to go around the circle and each of you are going to guess a mitten the snowball might be behind. BUT you have to say the ordinal number that is on the mitten before you can look. If you find it, you get to hide the snowball behind a mitten for the class to find again.   Play game a few times for students to begin to gain a good grasp of the numbers and pronunciation | | Students will listen to the instruction of the game  Students will play the game and work cooperatively  Students will practice their use of stating and recognizing ordinal numbers | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.) | | | |
| Time: 1-2 (Indicate time breakdown of instructional elements)   * Who liked that game? * Can we say the ordinal numbers as a class from 1-10?   Great job boys and girls, now we are going to move into our math centres | | Students will raise their hands if they liked that game  Students will state the numbers together from 1-10   * First, second, third, fourth, fifth …   Students will transition into math centres | |
| **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: | | | |