|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Plan**  **Name: Jenna Cook Cohort: B** | | | |
| **Lesson Title:** The Very Hungry Caterpillar **Grade:** FDK **Date:** Dec 14, 2015  **Subject/Strand**: Mathematics **Unit:** Ordinals **Location:** Classroom **Time: (**length in minutes**):** 20 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?) | | | |
| In this lesson we will introduce the term ordinals. We will practice our use of the ordinal words, and our understanding of ordinals through the story book *The Very Hungry Caterpillar*. | | | |
| ***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…   * What an ordinal number is | | | |
| ***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 number terms  I can: recall events in our story in the proper order using the correct terms | | | |
| **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 will help to create an anchor chart of the different foods that were eating by the caterpillar in the proper order | | Anchor Chart  Anecdotal Notes |
| ***CONSIDERATIONS FOR PLANNING*** | | | |
| **Prior Learning: Prior to this lesson, students will have**  **\*** Students are knowledgeable of the numbers from 1-10  **\*** Some experience with first, second, third | | | |
| **Differentiation: Content, Process, Product, Environment, Assessment/Accommodations, Modifications**   * FM Speaker for student with hearing difficulties * The use of pictures in the anchor chart for students that can’t read yet | | | |
| **Learning Skills/Work Habits** Highlight/circle ones that are **assessed:** responsibility, organization, independent work, collaboration, initiative, self-regulation  Independent Work: Students need to be able to think independently to recall information from the story | | | |
| **Vocabulary** (for word wall and/or to develop schema)  - Ordinal - First - Second - Third | | | |
| **Resources and Materials /Technology Integration**   * Chart paper * Book * Markers | | | |
| **Learning Environment (**grouping; transitions; physical set up)  Students will be on the carpet for the lesson | | | |
| **Cross Curricular Links**  Language 1.7 – use specialized vocabulary for a variety of purposes | | | |
| **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)   * Does anyone know what an ordinal number is? * It is a number the defines a thing or persons position in a series of number   See if they can make any guesses from there   * If you’re in line, and you’re at the front of the line, what are you? * What if you next? * Those are ordinal numbers * We are defining our position in a line * What about our date today, we said that today is December the what? * And yesterday was what? * Those are ordinal numbers too * We are defining the day out of all the days in the month | | Students will brainstorm any ideas they may have about what an ordinal number is  Students will then brainstorm any ideas they have now that they have been given the definition  Students will answer the prompted questions to further their knowledge of what an ordinal number is   * You are first * You are second * Today is the 14th * Yesterday was the 13th | |
| **Action: During /Working on it** (time given for each component, suggested 15-40 min) | | | |
| Time: 10-15 (Indicate time breakdown of instructional elements)  Read the story *The Very Hungry Caterpillar*  Have students recall what the caterpillar ate first   * What came next?   Do this until we have retold the whole story and created an anchor chart using ordinal numbers | | Students will listen to the storybook   * First the caterpillar ate one apple * Second he ate 2 pears * Third he ate plums …   Students will examine our anchor chart once it is complete | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.) | | | |
| Time: 2-3 (Indicate time breakdown of instructional elements)  Have students go back over our chart  “First he ate one apple, second he ate two pears …” | | Students will read aloud the anchor chart in order from first to last | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| We will continue to work on ordinal numbers throughout the week prior to our math centres | | | |
| **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: | | | |