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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Daniel Mulhall** |

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| **Grade** | 2 | **Topic** | Math – Pictographs  (Week #3 of our Graphing Unit) |  |
| **Date** | November 23, 2020 | **Allotted Time** | 50 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/mathematics/2>  Mindful Math – Data and Probability Worksheets  <https://firstpeoplesprinciplesoflearning.wordpress.com/learning-involves-patience-and-time/> | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students will continue their learning in our unit on graphing.  Over the last two weeks, we have covered tally charts and pie charts. We reached the conclusion of tally charts and pie charts in our last math lesson, which included a summative assessment that tied it all together. I looked through the student assessments and determined the class is ready to move on to pictographs. The learning intentions have been made clear to the students, so they know that we will be covered four different ways to representing information is four different graphing styles.  Students will continue to build upon their previous knowledge/learning from previous lessons as data is collected, analyzed, and represented in a new way. On Thursday, we did a quick activity to get students thinking about pictographs. We created a pictograph together of our favourite way to colour (as seen in the photograph to the right).  In this lesson, students will be introduced to pictographs and how they’re used to represent data. Comparisons to pie charts and tallies will be used to connect the unit together and strengthen the unit plan intention of “I can depict data in different ways”. This lesson will be the first of 3 lesson involving pictographs and will set the foundation for students to scaffold their learning over the next week of math lessons. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  | **Students will continue to think about graphing and how to depict data in different ways. Real word examples will continue to be used so students can connect better with the learning. Students will continue to understand the different ways we can represent data by learning pictographs and connecting their understanding to previous knowledge of tallies and pie charts. Students will need to think critically and creatively as pictographs are introduced and explored.** |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning involves patience and time:  **“learning is most effective when it occurs in a setting where the learning can be applied in an authentic context”** | **Graphing will continue to be explored with a lot of context and real-world examples. Students will get to vote on various topic, so they can see their own opinion/voice reflected in their work.**  **The concept of pictographs will be explored without being rushed. Students will take their time to feel comfortable and fully understand the content. Teacher will take time and be patient with student learning and adapt lessons as required. If students require more time with a concept, the teacher will adapt the lessons to support the students as they need.**  **This lesson focuses on the application of knowledge and understanding, rather than memorization of information.**  **Pictographs will be explored in a variety of ways, to provide opportunities for students to access the learning in different ways.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand),Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Concrete items can be represented, compared, and interpreted pictorially in graphs.  *Essential or Guiding Question(s):*  What is a pictograph and how can we use it? How does a pictograph represent data? Where do we see pictographs in our daily lives? How can we strengthen our understanding of graphing? How can we build upon previous learning? How can we demonstrate our learning of pictographs? How can the same data be presented in multiple ways? Are pie charts and tally charts similar to pictographs? |
| ***Do***  Curricular Competencies (Learning Standards):  Represent mathematical ideas in concrete, pictorial, and symbolic forms  Communicate mathematical thinking in many ways  Use mathematical vocabulary and language to contribute to mathematical discussions |
| ***Know***  Content (Learning Standards):  pictorial representation of concrete graphs, using one-to-one correspondence |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Students will continue to learn through a quick demonstration at the beginning of the lesson. Teacher will ask leading questions so students can demonstrate their understanding through discussion. Teacher will listen to student responses to ensure students are understanding the content. Active participation in the lesson will provide the teacher with insight into student understanding.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

This lesson will not have a summative assessment. This lesson is part of a larger 4-week unit plan which involved a summative assessment last week and will conclude with a summative assessment next week. This lesson will focus more on the formative assessment and student growth in understanding.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn about pictographs, how to read them, what they represent, and how to create them.  Students will continue learning how to record and display collected data.  Students will learn about probability through use of the spinner. Students will continue to understand that the same data can be represented in more than one way.  Students will connect symbols to pictographs and how they are used. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students can demonstrate their learning through the pictograph activity.  Student focused discussion during the lesson will allow students to demonstrate their learning.  Worksheet completion will allow students to demonstrate their understanding and learning.  Students will show their learning by engaging with pictographs and strengthening their understanding of them as graphs that tell us information/data. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to participate and be active listening during the lesson.  Students need to contribute to discussions by responding to questions and prompts to demonstrate learning.  Students need to ask questions and for clarification when needed.  Students need to show respect and patience for fellow classmates.  Students need to participate in the pictograph activity. Students need to complete the worksheet to the best of their ability |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to pay attention during the lesson and try answer questions when asked.  Student must place their favourite snack on the board during our class pictograph activity.  Students need to participate in the butterfly spinner activity.  Students need to attempt the worksheet.  Access/All | Students can do  Students can remain focused during the lesson and answers questions accurately when asked.  Students can understand how the pictograph is being created and how their choice impacts the pictograph.  Students can participate and engage with the butterfly spinner activity and demonstrate their understanding.  Students can work on the worksheet to the best of their ability.  Most | Students could do/try to  Student could try to contribute to the discussion by asking engaging and extending questions.  Students could try to understand the pictographs in greater detail and focus on extending details like the key, title, and column headings.  Students could try to engage with the butterfly spinner activity and extend/build upon their understanding of pie charts through collaboration with their peers.  Students could try to demonstrate their learning through accurate completion of the worksheet.  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| 6 favourite snack templates printed on coloured cardstock, laminated, cut out, and magnetized for activity at the beginning of the lesson. This activity’s theme was chosen because my health unit is focusing on healthy eating choices, so this is a nice connection for the students.  Created spinner for class activity.  Hundreds of punched out butterfly shapes, in 4 different colours. These will be put into 22 individual baggies for each student.  Blank graph created and printed for each student.  Mindful Math – Data and Probability Worksheet printed and ready. This worksheet is for students to try applying their learning themselves, after I have modeled the learning. I have found a lot of success with these worksheets so far and they have been a great source of assessing my student’s understanding of the content.  Ensure extra glue sticks are on hand in case students cannot find their own. |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| I have been using the popsicle stick method of selecting students for questions. This has shown success and the students have grown accustomed to this way of picking names (the popsicle stick method encourages all students to share their thoughts and avoids the same 4-5 students from getting to answer every question).  A continued focus on my pacing of content in this larger 4 weeklong unit. I will continue to be prepared to slow down or speed up as required. Actively assess students understanding throughout the lesson (if the students find the material too easy, I can begin to cover content from the next lesson plan. If the students are having issues or finding the material too difficult, I will break it down further and make different comparisons/descriptions). Checking in with each student during the applying section of my lesson.  There are some students in the class who rush through the activities and work to finish early. I have been printing additional worksheets, and keeping them at my desk, for these students. This ensures they have something to keep them engaged while the other students work at their own pace. I have found this is a great way to allow students who are understanding the content to challenge themselves, while still allowing the rest of the class to not feel rushed.  - Discussion with Education Assistant (Mrs, Prevost) about my lesson and how it will work for all students in the class.  I have had a strong focus on my classroom management skills this practicum. The students in this classroom benefit from a lot of structure and reminders about expectations. This classroom has 8 students who require extra consideration when teaching. I have spoken to my Coaching Teacher about the best way of managing these behaviors and will continue to focus on my handling of the following student behaviors:  S.L. – This student gets overwhelmed and frustrated easily. It is common for him to get frustrated, shout, yell, and bang on his desk during the lesson. I have been focusing on addressing the behaviour and reminding him that it is not appropriate and moving on quickly. Focusing on the behaviour tends to escalate.  L.D. – This student has a difficult time staying in her desk, staying focused, or staying silent during lessons. It is not uncommon for her to be out of her desk. Frequent reminders about noise and returning to her seat are needed and help her refocus. B.Y. – This student has been struggling with shouting out during lessons. I have been ignoring her calling out and reminding her to raise her hand when appropriate.  C.N. – This student struggles with noise level during class; a quick reminder is typically enough to refocus him.  These are the main behavioral concerns I will focus on during this lesson. I will ensure my transitions best support them and keep a consistent addressing of noise levels and expectations.  Continued attention to transitions and how to best support all learners in the room. The use of the timer clock and spoken reminders of time remaining.  I have currently been applying a tally mark system to classroom management. Students are aware that a continued disregard for classroom expectations will result in a tally being drawn on the board. This also shows a use of tallying in real life which is something we covered last week in math.  I have been using a “scanning” method of refocusing the attention of the class. This is something I came up with and has been working very well.  We have been focusing on having students raise their hands when they have questions. I will continue this. |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  When the timer goes off, ask all students to put their yellow Calendar Journal duo tangs away in the bin. There may still be a few students in the lineup for their sticker, so I will continue to check work and provide a sticker for them, as other students put their duo tangs away.  Provide a reminder to all students to put their yellow duo tangs away and ask them to return to their seats to get ready for math. (We have been focusing on fast transition times in the class, so I will be reminding students of the expectations of this being done quickly and quietly).  Once students are seated and ready for math, I will begin. (sometimes it takes a few seconds for students to get over the excitement of calendar journal stickers).  Using the popsicle sticks, ask 2 students to remind the class what we did last week in our math lessons. Students should say that we did pie charts, tally charts, and an assessment on them both. If none of the students touch on these points, I will direct the answers towards them with clues and assistance. (This is done at the beginning of my math lessons to remind students of what we have learned and to assist any students who were away yesterday).  I will mention the assessments that were completed in our last lesson. Thank the students for a great job and say how impressed I was with them all to help boost confidence!  Take out our “Favourite way to colour” pictograph that we completed as a quick activity on Thursday. Hang it up on the board with magnets so everyone in the class can see it.  Using the popsicle sticks, ask 2 students to tell me something about the pictograph. (accept all answers to support students of all levels).  Explain the key features of our pictograph and ask questions to get students thinking about how to read the data (“which way of colouring is the most popular? How can we tell? How many people prefer crayons? How many people prefer markers?”)  Ask the class if they would like to create another pictograph together?  Attach the “Cheese, Crackers, Muffins, Fruit, Yogurt, and Veggies” headings to the board. Remind students of my health lessons and our discussions on healthy foods and snacks! Tell the students we will be making a pictograph to see what everyone’s favourite snack is!  (Preload instructions) Explain that I will be picking popsicle sticks one at a time: “when your name is called you will come up to the front, pick your favourite snack, pick up a laminated symbol, and attach it to the board under the appropriate heading”  Explain that the green broccoli will be for vegetables and the red apple will be for fruit.  Create a key on the board as well, with 1 symbol = 1. Point out the key and quickly explain its importance. (This is the topic of another lesson later in the unit, so it is a good idea to introduce it early).  Begin to pick popsicle sticks one at a time:  - Pick a student’s popsicle stick - Invite them to the front of the class - Ask them their favourite snack from the choices available - Help them pick the right laminated symbol - Ask them to attach it to the board under the right snack heading (assist with this for students who might struggle with reading the headings).  - Ask them to return to their seat -Pick another popsicle stick. Do this until all students have had a chance to come and make their choice.  (This was very exciting for the students when we did this on Thursday! I will support excitement and engagement but also keep an eye on noise level and behaviour).  Once every popsicle stick has been selected, act excited and reveal the winner! Explain the pictograph and what it tells us (“Well cheese if the most popular snack! How many people picked cheese? How many picked fruit? What snack was the least favourite?”) Continue using popsicle sticks for answers to these questions.  Advise the class that we will be making our own pictographs together as a class. | **Students will**  Put yellow calendar journal duo tang away in the appropriate bin and return to seat to transition into math.  If waiting in the line for a sticker, remain in line till work is checked and then put duo tang away.  Transition into math and be ready to begin math lesson.  If called upon with the popsicle sticks, share thoughts/takeaways from last week’s lessons.  If not called upon, listen to the students that are sharing their thoughts/takeaways and consider if theirs are the same. Remain respectful of all answers.  If selected by popsicle stick, hare something they notice about the pictograph.  Think about Health lessons and consider the healthy foods being put on the board. Connect learning across subject areas.  Follow along as instructions are explained.  Follow along as the key is explained. Consider what it means.  When popsicle stick is called: -Go to front of the class - Pick favourite snack from the choices available.  - Pick the laminated symbol - Attach to the board under the right snack heading. - Return to seat.  If called upon, attempt to answer the teacher’s questions to the best of their ability. Be respectful of all classmates answers. | 15 mins |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skillsand/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Now that I have modeled how to make a pictograph, I will have the students interact with the concept further through a teacher led activity.  Ask the special helper of the day (which will be Hailey) to help hand out a blank graph to each student. Ensure the noise level does not increase while this is happening.  While the graphs are being handed out, ask all students to take out a pencil (do this while the sheets are being handed out to avoid wasting instructional time later).  Once all graphs have been handed out, pull down the projector, and ask the special helper to turn off the lights.  Put one of the blank graphs on the projector.  Explain the learning intentions for this activity to the class. Explain that we will each be making pictograph together as a class.  Ask students to write their name on the top of the sheet (nameless sheets have been frequent for my lessons, so I will remind a few times and wander around to double check. This is so I know I can properly assess all work to scan for each student’s understanding so I can plan the pacing for the rest of the unit).  Once students have written their name, ask students to write Butterflies as the titled of the graph. I will write the spelling on my copy, so all students can see it on the screen. (We have been working on our writing and spelling skills recently, so little writings like this help students).  Explain to the class that I will be walking around and giving everyone a baggie with precut coloured paper butterflies inside. Advise that I would like the bags to remain closed until I ask them to open it (These were not handed out with the sheet, to prevent distraction). While handing out, ask all students to take out their glue sticks.  When everyone has gotten their baggie, draw their attention to the Key:\_\_\_\_\_\_\_ section on their graph sheet.  Remind them of the key on the completed snack pictograph, on the board. Explain again that the key is very important (this is to help set up future lessons on graphing).  Ask students to take a single paper butterfly out of their bag and glue it next to the key. Advise I will be walking around to help. “Please raise your hand if you need any assistance and I will come by your desk to help”.  After everyone has glued a butterfly, ask them to write “ = 1 “ next to it. Model this on my projected copy so they can follow along.  Next, ask them to take a butterfly of each colour out of their bag and glue it to the page. Model on the projector where we will put this butterfly.  Explain that every butterfly will represent a spin of the spinner!  Introduce the spinner by putting it on the projector and explain how it works. Advise that everyone will be spinning the spinner ONCE and then everyone will fill in their graph with the result. (be prepared to explain this in a few different ways so all students understand what we are doing for this activity).  Explain how this activity works in detail to avoid any confusion: - There are 22 students, so everyone will spin the spinner once to give us 22 pieces of data (adapt this number based on attendance the day of this lesson).  - I will pick a popsicle stick, that student will come up to the projector and flick the spinner.  - When the spinner lands, we will take the corresponding coloured butterfly out of our baggies and glue it onto our graph. - Ask students to keep all butterflies int heir baggie and only take out the one they need (This will avoid a huge mess with little papers everywhere).  Ask if everyone understands what we are doing, remain patient, and reexplain another way if needed.  Be excited and encouraging! Advise we are going to start!  -Pull a popsicle stick -Read the student’s name on the stick - Ask that student to come up to the projector. -Have them spin the spinner  -When it lands, ask every student to take out the corresponding coloured butterfly and glue it onto their page in the correct row.  - Ask the student to return to their desk and glue in the proper colour as well. - Repeat these steps until all popsicle sticks have been picked.  Act excited every time the spinner stops; this will get the students excited and will increase engagement!  When the graph is complete, begin to explain what we did and what it means!  “WOW I cannot believe the green butterflies won! How many green butterflies did we get? How many blue butterflies did we get? Which butterfly did we get the least of?” Lots of questions so students are exploring how to read the graph in a fun and exciting way (pull popsicle sticks for all these questions).  Ask students to put their glue sticks away and walk around to collect the baggies (to prevent distraction for the rest of the lesson). | **Students will**  Take a copy of the blank graph from the special helper and be ready to begin the next part of the lesson.  Follow along as the teacher explains the learning intentions of this lesson. Consider how we might reach them.  Write name on top of sheet.  Write butterflies as the title of the graph (can copy from board if struggling with spelling).  Take the baggie from the teacher and do not open them as instructed by teacher.  Take out a glue stick. Ask the teacher if they do not have one.  Consider the key, listen as the teacher explains it again, and think about what it means for the graph.  Take a single butterfly piece out of the baggie and glue it next to the key.  Write “ + 1 “ as shown by the teacher.  Take one butterfly of each colour and put them on the graph as modeled by the teacher.  Raise hand if they have a question.  Follow along as the spinner is explained.  Consider if they understand what we will be doing, ask for clarification if needed.  When popsicle stick is called: - walk to the projector  - spin the spinner  - see the result  - return to seat and glue corresponding colour onto their graph.  When others popsicle sticks are called: - remain seated and focused - watch as the student spins the spinner - note the result  - take the corresponding colour from the baggie  - glue it to the graph.  Keep noise level in class to the expected standard.  Remain excited but on task.  If popsicle stick is pulled, consider the question being asked and try answer to the best of their ability.  Put glue sticks away and hand baggie to teacher when coming around. | 25 mins |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Now that students have interacted with pictographs in two different teacher led activities, it is time for them to try applying their knowledge by themselves.  (Consider pacing of lesson, if the first two activities took up more time due to student engagement that is great! Only proceed to the last worksheet if the timing of the lesson allows).  Ask the special helper of the day to help hand out the final worksheet of the lesson.  Put a copy on the projector and explain how to complete the worksheet.  Advise I will put 7 minutes on the timer clock for students to silently work on this. Remind students to raise their hand if they have questions and I will come around. Advise student it is not expected that we finish this today, but we should get a good start on it (this is prevent stress with the students who struggle with timed activities or deadlines)  Wander the room and check in with each student. Quickly check to see if the students are understanding how to complete this task. If multiple people are asking the same question, regather the focus of the class and explain. Be reflexive. | **Students will**  Follow along as the worksheet is explained by the teacher. Raise hand to ask questions if required.  Work hard for the 7 minutes and attempt to demonstrate understanding of pictographs.  Check in with teacher and demonstrate understanding or ask questions as needed. (Some students will just want to show me how well they are doing, and some will say they do not understand). |  |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  When the time goes off, ask all students to write their name on the sheet and some hand in their work to me. As they are handing it in, check that their name is on the page.  Advise students that we will have more time to finish the sheet next class (some will be concerned they did not get to finish).  When all work is handed in, use the popsicle sticks to chose 3 students to share something they learned this lesson. (This helps students to solidify and reflect on their learning as a lesson closure).  Remain supportive and encouraging of all shares!  Thank everyone for their hard work and advise we will be continuing with pictographs next lesson. Advise we will pick up right where we left off!  Advise students they are free to go and get their lunch things from their backpacks in the hall, to get ready for lunch. (A reminder of noise level may be need here).  Pull up the projector screen and cover the lens. Talk to students as they approach to discuss the lesson (some like to do this).  At lunch, helpers from the grade 6 & 7 class come to the classroom to supervise. Welcome them into the class and say hello. Students are very familiar with the routine for lunch. | **Students will**  When the timer goes off, put name on the sheet and hand in when called to the front to do so.  If chosen by popsicle stick, share something they learned in the lesson.  Reflect upon the good work we put in today and feel accomplished and proud!  Go and begin getting ready for lunch. | 5 mins |

**Reflection***What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:*** *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):****How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:****Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:*** *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**