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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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

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| **Grade** | 4 | **Topic** | Math – Tripling (Multiplication Unit) |  |
| **Date** | February 18, 2021 | **Allotted Time** | 55 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/mathematics/4/core>  ‘Dim Sum for Everyone!’ – Grace Lin  ‘Mastering the Basics: The Multiplication Facts’ – Carole Fullerton  ‘Number Talks: Helping Children Build’ – Sherry Parish  ‘Multiplication Thinking’ – Carole Fullerton  ‘Making Number Talks Matter’ – Cathy Humphreys & Ruth Parker  <https://firstpeoplesprinciplesoflearning.wordpress.com/> | | | |

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

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| For the last 2 weeks, students have been working through a unit on multiplication. Each lesson has built upon the last, as students build a foundation of multiplication strategies; the lessons covered the foundations of multiplication, repeated addition, groupings, and arrays. In the last couple of lessons, we have begun to look at doubling and double doubling (4’s). Students will have an assessment piece on Tuesday, February 16th, which will wrap up their learning on doubling and 4’s. This lesson will introduce the concept of tripling and continue where the previous lessons left off.  This lesson will continue to use the approaches I have established in my previous math lessons, such as starting with a number talk/discussion, using manipulatives, discussing with partners, sharing thinking, problem solving, and utilizing games/activities.  I have scanned my learners and know this lesson comes at the right time in their learning.  This lesson will introduce tripling, beginning with a story and related class wide number talk. This will get the students engaged and give them the opportunity to show their thinking. Students will have the chance to share their thinking in a safe and supportive environment. After the number talk, the students will get the opportunity to work with manipulatives, so they can see the concept of tripling representing in a different way (this will help support all learning types).  This structure of this lesson will allow easy differentiation for my students who struggle in math (Max, Luca, Nicholas) while still allowing me to provide a challenge for my stronger students in math (Kyler, Raisa, Jacob).  The lesson will then conclude with another class discussion about tripling.  **This lesson will utilize a variety of strategies to help students explore the concepts in different ways:**   * **Number talk (at beginning of lesson)** * **Manipulatives (coins)** * **Story (Dim Sum for Everyone!)** * **Whiteboards** * **“Show me what you know”** * **Activity cards** * **Class discussion** |

**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 |
| **Communicating with partners will continue to be explored during this lesson. Students will need to communicate their thinking with their partner and the class. Collaboration will be required during the number talk and class discussion.** | **Students will continue to think about multiplication and different strategies.**  **This lesson will require students to think creatively about how they solve problems (during the number talk and class discussion).**  **Students will continue to understand multiplication and how they can triple numbers using the “x 3” formula. Students will be encouraged to think both creatively and critically about the questions presented to them.**  **Learning from previous lessons will be scaffolded as students are introduced to more strategies and techniques for multiplication problem solving.** |  |

**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.”**  Learning is reflexive:  **“Learning is reflexive. It builds upon itself, exponentially increasing as learners develop new knowledge and deeper understandings of how everything is ultimately connected.”** | This unit of multiplication will continue to be taught using real world examples and context.  Students will be given the time they need to explore the concept of tripling. Teacher scanning, and assessing of student knowledge level, will help direct the next lesson in this unit.  Lessons will continue to progress naturally as students understand and feel comfortable with new concepts. If students require more time with a concept, the teacher will adapt the lessons to support the students as they need. During this unit, I have been utilizing games for each concept; these games allow students to practice and explore the concepts at their own pace.  This lesson focuses on the application of knowledge and understanding, rather than memorization of information.  The number talk, and class discussion, will allow students to explore different ways of thinking in a safe and supportive environment. No “one way” of thinking or problem solving will be taught, instead, students will be encouraged to share their own unique voices and how they approach the problem presented to them. |

**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):  Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.  *Essential or Guiding Question(s):*  How can we develop multiple strategies to solve multiplication problems?  How can we triple?  What is tripling? Why do we do it? How is it similar to doubling?  How can we build upon our understanding of multiplication strategies?  How can we visualize tripling?  How can we discuss and collaborate with others to problem solve?  How can I see tripling represented in real life situations (food, Dim Sum)? |
| ***Do***  Curricular Competencies (Learning Standards):  **Reasoning and analyzing**  Use reasoning to explore and make connections  Develop mental math strategies and abilities to make sense of quantities  **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 to engage in problem solving  **Communicating and representing**  Communicate mathematical thinking in many ways  Explain and justify mathematical ideas and decisions  **Connecting and reflecting**  Reflect on mathematical thinking |
| ***Know***  Content (Learning Standards):  multiplication and division of two- or three-digit numbers by one-digit numbers  multiplication and division facts to 100 (introductory computational strategies) |

**STAGE 2: Assessment Plan**

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

Students will learn through class discussion, collaboration, and a number talk.

I will ask open ended questions, to allow students to demonstrate their understanding and share their thinking. This thinking will allow me to scan the room and formatively assess learners understanding.

I will listen to student responses to ensure they are understanding the content.

Active participation in the lesson will provide me with insight into student understanding.

Students will show their thinking with their partner as they brainstorm.

Students will learn through use of manipulatives, whiteboard, and demonstrations.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

This lesson is part of a larger unit plan that has summative assessments; however, this particular lesson does not have a summative assessment piece.

A summative assessment piece was completed on Tuesday, February 16th and another will be completed next week.

This lesson will focus more on the formative assessment, and student growth in understanding, as they explore, discuss, and work with the concept of tripling.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn about tripling, how to triple, what tripling represents, and different ways to triple.  Students will learn through discussion and the sharing of ideas.  Students will collaborate and communicate with each other to develop and learn new ways of thinking.  Students will continue to scaffold their learning through lessons that build upon one another.  Students will continue to learn multiplication strategies and techniques. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Student focused discussion, during the lesson, will allow students to demonstrate their thinking/learning.  Students will “check in” with the teacher as they circulate the room. During these “check ins” the teacher will ask prompting questions which will allow the student to demonstrate their understanding.  Students will actively participate in the number talk and class discussions.  Students can demonstrate their learning by sharing their thinking.  Students will demonstrate their learning through use of the manipulatives. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to participate and be actively listening throughout the lesson.  Students need to contribute to discussions by responding to questions and prompts.  Students need to ask questions and for clarification when needed.  Students need to show respect and patience for all classmates, to ensure the number talks and discussions remain a safe space for all sharing.  Students need to use the manipulatives according to the activity.  Students need to communicate and collaborate with their partners to share ideas. |

**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 listen to the number talk.  Students need to use the manipulatives responsibly and for the activity.  Students need to check in with the teacher as they circulate/scan the room.  Access/All | Students can do  Students can share and contribute to the number talk.  Students can demonstrate their understanding through use of the manipulatives.  Students can show their understanding and ask relevant questions during the teacher check ins.  Most | Students could do/try to  Students could try to actively participate and share deeper thinking and ideas during the number talk.  Students could try to demonstrate their understanding through use of the manipulatives and assist others with their manipulatives (Act as leaders).  Students could try to act as leaders during the teacher check ins and help those around them while the teacher is circulating.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Projector screen ready to go so class time is not wasted setting up (will be used for ‘Dim Sum for Everyone!’ and number talk at the beginning of the lesson).  Discussion with EA in the room and how best to support all learners (how will Nicholas and Luca be supported during this lesson).  Wearing of the microphone to support IEP of Aiden.  Having all manipulatives ready beforehand (in plastic bags for each pair, as per COVID safety rules).  Get book ‘Dum Sum for Everyone!’ from the school library.  White boards and dry erase markers ready to be handed out.  Photocopies of ‘Multiply by Three’ cards found ‘Mastering the Basics: The Multiplication Facts’ – Carole Fullerton printed and ready to go. |

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

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| Students were seated with partners at the beginning of this week and expectations for these pairings were explained. Students know the criteria for partner talks and understand how to support each other. The pairings were intentional, with a blending of skill levels and leadership; this was done to best support all students.  In previous weeks, I noticed there are 5 students dominating my number talks; this is not giving all my student’s time to think and explore the concepts for themselves. Because of this, I have started a combination of pulling popsicle sticks and calling on students with their hands raised. I have seen improvement with participation since doing this, so I will continue to use this method of picking students.  I have ensured no students feel any anxiety of being called on, by reminding the class all answers are valid and showing support and validating all students’ responses! The popsicle stick method has shown success in other lessons in this class and students are familiar and comfortable with it.  As I am getting more comfortable with number talks, I will ensure I remind students of my expectations: the classroom will become a space for all sharing and thinking. Everyone will have the opportunity to share and reflect on their thinking without risk of judgment. This is crucial for the success of my number talks, which have been going well so far.  Discussion with classroom Education Assistant on best ways to assist Nicholas and Luca.  Consideration for the IEP’s in my class and discussion with coaching teacher about how best to support their learning. Differentiation has been a focus of mine during this unit, and that will continue in this lesson.  Consideration of timing and pacing of lesson. This lesson has required a lot of reflexiveness, as students explore new concepts. Sometimes I need to go deeper into a concept to ensure the students understand fully, before moving on. I will continue to scan/assess the class to determine how to pace this unit. Students may require another lesson about tripling to support them, or they may need to move on. This will be determined as I progress in this unit and learn about my students needs more. |

**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**  Gather the focus of the class and announce that we will be starting our math lesson in 2 minutes. giving them this time allows them to put away what they are working on during soft start. (These announced transitions also support all students in the room).  When the 2 minutes is up, ask students to put away their supplies and be seated in their desks.  Ask the lights helper to turn off the lights and ask the screen helper to pull down the screen (these are jobs for the classroom that they take pride in doing).  Remind students of expectations of number talks and how we can keep this a supportive space for all.  Also remind them of the partner criteria we have been discussing all week (how to support each other and how to collaborate).  On the projector, put 2 groups of 4 coins.  Ask the students to count the coins (they will call out 8).  Ask students to share how they counted the coins in their head.  Allow a student to share.  Ask the class if they thought the same way or did they think another way? Allow another student to share another way.  Reinforce the idea that there are many different ways of thinking about this, and all are valid.  Discuss the concepts of doubling that we covered in our previous lessons.  Add another grouping of 4 coins next to the original 2 groups.  Ask students how many coins there are now (they will call out 12).  Ask them to turn to their partner as discuss how they knew there were 12 coins.  Allow 30 seconds for quick partner discussion (this allows students time to think before someone shares the answer).  Ask a few student pairs to share what they discussed. Accept and validate all sharing (this is something I have been focusing on, and I have seen a lot more student participation because of it).  Continue to ask students to share their thinking. When a student shares, ask the class to consider if they did it the same way or if they have another way of doing it.  Hand out a small Ziplock bag of the coins to each partner pair (if some students are sick, rearrange groupings as needed).  Preload students with expectations for proper use of manipulatives during math.  Ask students to take the coins out of their bags and put them on their desk.  Ask students to show me 3 groups of 6 with the coins.  Wander the room and scan to see how students are doing it (this is the time to check in on those I anticipate struggling and offer help).  Circulate the room and tells students they did a great job.  Then, ask students to show a pair of 6 coins (this is to reinforce the language we learned in previous lessons: pair).  After students have shown the pair, ask them to add one more set of 6 (this again is helping them practice using the language we have been learning.  Ask them what they have now (they should say 3 groups of 6).  Ask them to turn to their partner and discuss why I had them do it that way (a pair, and then add one more set).  Allow 30 seconds for partner discussion.  Regather the focus of the class and ask a few students to share their thinking.  **The point I am trying to reach, is that tripling is doubling and then adding one more (double and add one” strategy.**  Ask students to put all the coins back in the bags quickly and quietly. Have the picker uppers collect the bags and return to me (so they are not left on desks to be distracting).  After all of the coins have been collected, return to the projector and advise I would like to read them a story. | **Students will**  Listen as the teacher provides a time reminder for the transition into math. Finish up current activity and begin to tidy up supplies/desk.  When the time is up, be seated in desk and ready to begin.  Look at the projector screen and remember the expectations for number talks as they are provided again.  Consider the images and questions being asked by the teacher.  Share ideas/thinking/strategies/reflections with the class as the teacher asks open ended questions and prompts for the number talk.  Remain supportive of all other student answers and ensure the number talk remains a safe space for all students.  Consider what other students are sharing, consider if their thinking is similar.  Turn to partner and discuss/share ideas.  Share what they discussed or discovered with their partner.  Continue to share thinking.  Ask questions or for clarification as required.  Take the Ziplock bag and listen as expectations are explained.  Take coins out the bag and put them on the desk quickly and quietly.  Show 3 groups of 6 in the way that works for them.  Work with partner to discuss how each would represent it (is it similar? Is it different)?  Show a pair of 6 coins.  Consider how to add one more set. Reflect on language and terminology covered in previous lessons.  Turn to partner and discuss.  Share thinking with class.  Listen to all other student shares.  Put all coins back in the bag.  Refocus on projector and get ready for story to be read. | 20 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**  On the projector, read ‘Dim Sum for Everyone!’ – Grace Lin.  This book is all about food that comes in 3s on little plates and connects to tripling and multiplication.  After the book has been read, have the hander outers hand out a whiteboard to each student. While this is happening, remind students of the expectations of using the whiteboards (no doodling, etc).  When all students have a whiteboard, put the following question on the projector:  “My family wants to order some food from the dim sum carts.  They order 3 plates of turnip cakes.  They order 6 plates of egg tarts.  How can you figure out how many turnip cakes they will get? How can you figure out how many egg cakes they will get?  How much food in all?”  Advise students they can show their thinking however they would like (numbers, pictures, or words). This helps support all learners, especially those who struggle with writing.  Circulate the room, checking in with each student and asking questions so they can demonstrate their thinking.  **(Luca and Nicholas will require some guidance with this, I will differentiate the question so it is more appropriate for them: “if each plate has 3 foods, can you draw me 6 plates?” this keeps them participating with the same class activity, but adapts it more top their ability level. These 2 students have purposefully been sat with 2 strong leaders: Ellie and Elliot).**  After checking in with all students, regather the focus of the class.  Ask a few students to share their thinking and how they solved the problem with their partner.  Focus on strategies and checking to see if students came up with different strategies. Scan to see who did the “double plus one more” strategy we did earlier in the lesson.  **See if any student makes the connection with (3x3) + (6x3) = (9x3) – there are a few students in the class who might make this connection (Kyler, Olivia, Brooklyn).**  Ask the picker uppers to collect all of the whiteboards and put them away (use this time to get ready for the next part of the lesson). | **Students will**  Follow along as ‘Dim Sum for Everyone!’ – Grace Lin is read to the class.  Take a whiteboard from the hander outer.  Consider the question on the screen. Consider how best to answer it, where to start, and how to work with their partner to solve.  Represent thinking however works for them.  Work well with partner.  Check in with teacher and demonstrate learning.  Refocus on teacher after partner time is over.  Share thinking and how they solved this problem.  Consider if they solved it the same way other students did.  Consider other ways of thinking from their own.  Hand in whiteboard. | 15 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**  Using the “multiply by three” cards (from ‘Mastering the Basics: The Multiplication Facts’ – Carole Fullerton) model and demonstrate how tripling is similar to doubling and adding one.  This will be done on the projector screen again (so ask students to turn lights off and lower screen as needed – these are classroom jobs and students enjoy doing them).  By folding up the bottom flap, students will be able to see how sets of 3 are related to doubling.  Provide a few demos of this concept and allow discussion to progress naturally as students ask questions and share their thinking.  Ask students for the “multiplication question” **which is something we have been working on. Help students connect their understanding of “3 groups of 4” with “3x4=”.**  Hand out the student cards (which have the multiplication questions on them).  Ask students to challenge each other to come up with the multiplication question and think about how we are finding it.  **These cards allow for differentiation, because some of the higher-level students will get to practice their multiplication questioning, while other students will get more practice exploring the grouping concept.**  Allow a few minutes for students to practice with heir partner.  Use this time to circulate the room and check in with all students. Ask students questions and assess their understanding. Offer help and guidance where needed and ensure all students are remaining focused and understand what they are supposed to be doing.  After a few minutes, regather the focus of the class. | **Students will**  Follow along as the concept of tripling is modeled and demonstrated by the teacher.  Consider how the folding of the flap shows the “doubling and adding one more” concept we have been building towards all lesson.  Follow along as more demos are provided.  Ask questions and discuss as needed.  Take the student cards when handed out.  Challenge each other to come up with the multiplication questions for each grouping card.  Practice and work with partner. Share thinking and help each other understand.  Check in with teacher and ask questions as required.  Offer help and assistance to other students around them that need extra help.  Refocus on the teacher when partner time is announced to be over. | 15 mins |

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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**  End the lesson with a discussion with the class about what we learned today. This helps students deepen their learning and reflect on their learning.  Ask a few students to share what they learned about tripling.  Ask a few students to explain what doubling and adding one more means?  Ask students to share thinking.  Ask if there are any questions (this also allows me to see where student understanding is, and if the next lesson needs to review the concepts again).  End the lesson on a positive note, collect all supplies and manipulatives, and advise students to go wash their hands and get ready for recess (dismiss pairs a few at a time).  **If time permits, introduce the new tripling game. Over the last 3 weeks, math games have been introduced with each new concept: grouping, arrays, doubling. There is a new tripling game.**  **The games are available in the class, so if time remains in any of these lessons, the students can pick a partner and pick a game to practice their skills.**  **The games have a variety of challenge, which allows students to decide which game they would like to play with their partner. This gives them autonomy over their own learning as they reflect on their current level of understanding and decide on what they need more practice with (so far, I have seen students making really great choices by giving them this freedom of choice).**  **Provide game supplies and game sheets to students. Ask them to find a space in the class with their partner.** | **Students will**  End the lesson on a positive note, consider what was learned, and consider what tomorrows lesson will bring.  Share learning and understanding of tripling.  Listen as other students share their thinking, reflect if it is similar to their own.  Remain respectful of all student shares.  Ask questions if needed.  Turn in all supplies, clear desk, and be ready to be dismissed for recess. | 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***?**