

LESSON PLAN TEMPLATE

Date	November 19, 2019	Lesson Title	Grouping with Dice	Grade Level	Kindergarten
Time in Lesson	20-25 minutes	Subject	Numeracy/Math	Lesson #	1
Developed by	Rachel Woodward				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies What are the SPECIFIC outcomes to be addressed in this lesson?

Number Sense:

- The child subitizes (recognize at a glance) and names familiar arrangements of 1 to 5 objects or dots
- The child relates a numeral to its respective quantity (visual groups)

-Retrieved from

Alberta Education. (2008). Kindergarten Program Statement . Program Overview.
<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>.

Objective in student-friendly language

What will students understand/experience/appreciate as a result of this lesson?

By the end of this lesson students will...

- Associate values on the face of a die with the value of objects in a group
- Begin to form skills of subitizing — values on dice
- Collect data on groups with various values

Assessment Strategies

What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?

Formative assessment will take place during the teaching portion of the lesson, using the SMART Board, to see how students are interacting with the values we pick on the board, and how they are able to carry out the activity.

Summative assessment will take place after teaching has finished, to allow students the opportunity to practice what they learned by rolling dice and collecting data on visual groups associated with that value.

Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
<ul style="list-style-type: none"> -Lesson created for SMART Board in classroom -Dice -Buttons for counting and creating groups -Writing utensils -Sheet for collecting data 	<ul style="list-style-type: none"> -Support given to certain students from teachers -SMART Board utilizes technology for multimodal learning -More time given as needed to complete the activity -Additional sheet of data for students who finish early and grasp the concept to provide further practice

LESSON PLAN SEQUENCE

Introduction How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?
<ul style="list-style-type: none"> -This lesson activates prior knowledge of counting numbers 1-6, which has been completed in class through number lines, manipulatives, Jump Math program in the classroom -Prior lessons have utilized the SMART Board to engage students, so they will take skills associated with that technology into this lesson -Students have used dice to compare values, and will use those skills in this lesson and to extend those skills to relate to other manipulatives

Learning/Activity Sequence How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
Bringing students to carpet, quieting group and setting the tone for the lesson	Students are moving to the carpet to sit in front of the SMART board	1.5 minutes
Prepared lesson on SMART Board that demonstrates the rolling of dice, and the grouping of objects to correspond with the die's value	Students can come to the board when asked to complete the grouping with a certain value	5 minutes
Example of data collection on SMART Board	Students can assist by responding to values and counting alongside teacher	2 minutes
Transition	Students are given their data collection slip, and move to a workspace to begin work with dice and buttons for counting	1.5 minutes
Assessment, providing support as needed	Students work on their data collection, rolling the dice, drawing the value in an empty square, and re-creating that same value in buttons which they will re-create in a drawing alongside the face of the die	10 minutes
Collect worksheets	Students will give data collection sheets to the teacher, and clean up dice, buttons, and writing utensils	2-5 minutes
Conclusion How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?		
-As students complete their work, their understanding can be assessed as they make connections between the visual and numeral values that they are investigating -Their data collection sheets will indicate whether they've made the appropriate connections in their learning, and if it is found that they struggle, then intervention will take place to help the student understand the importance of these numeral connections and subitizing		

PRE-SERVICE TEACHER SELF-REFLECTION

- **How do you feel your students experienced this lesson?**
- **How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?**
- **How did you employ formative assessment for/of/as learning?**
- **Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations?**
- **Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?**
- **What went well and what needs refinement? What might you do differently next time?**

To be completed after lesson