

1. Lesson Plan Information	
Subject/Course: Mathematics	Name: Ms. Shannon McLeod
Grade Level: SK/1	Date: Feb. 16, 2011 Time:
Topic: Positional Language	Length of Period: 50 minutes

2. Expectation(s)
<p>Expectation(s) (<i>Directly from The Ontario Curriculum</i>):</p> <ul style="list-style-type: none"> Describe the relative locations of objects or people using positional language (e.g., over, under, above, below, in front of, behind, inside, outside, beside, between, along). <p>Learning Skills (<i>Where applicable</i>):</p> <p>Collaboration: accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.</p> <p>Initiative: demonstrates the capacity for innovation and a willingness to take risks, demonstrates curiosity and interest in learning, approaches new tasks with a positive attitude, recognizes and advocates appropriately for the rights of self and others.</p> <p>Self regulation: set own individual goals and monitor progress towards achieving them, seeks clarification or assistance when needed, assesses and reflects critically on own strengths, needs, and interests, identifies learning opportunities, choices and strategies to meet personal needs and achieve goals.</p>

3. Content
<p><i>What do I want the learners to know and/or be able to do?</i></p> <p>Ability to demonstrate an understanding of basic spatial relationships and movements (e.g., use above/below, near/far, in/out; use these words while retelling a story.</p> <p>Today learners will:</p> <ul style="list-style-type: none"> Use language accurately to describe basic spatial relationships Create symmetrical figures using concrete materials and drawings Demonstrate spatial sense in relation to self and to objects in the environment Follow directions to move or place an object in relation to another object Describe an object in relation to another using positional language

4. Assessment (collect data) / Evaluation (interpret data)

(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

Formative

-Informal observation

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

Learners have the ability to demonstrate an understanding of basic spatial relationships and movements (e.g., use above/below, near/far, in/out; use these words while retelling a story.

There are a total of 18 students.

(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)*

Learning disability-- will require auditory reminders of etiquette throughout the activity.

- Will require praise for good effort.
- Visual prompts for direction, used through body language.
- Help with self-confidence throughout the activity.

Behaviour disability requires prompts to get attention on task. An effective strategy used is the proximity from the instructor to the student.

- Requires alerts before expressing key points
- Important to check for understanding of instructions
- Simplifying the language of instruction and providing immediate reinforcement is necessary

B. Learning Environment

In the classroom

- Sitting in front of the classroom on the floor
- Sitting at their desks actively engaging in the activity

C. Resources/Materials

- Paper
- Pencil
- Crayons
- Book: My Street by Rebecca Treays
- Piece of brown paper/computer paper whatever may work best

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Read the book: My Street by Rebecca Treays

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

Recap of positional words. Focus on importance of positional words.

Activity:

The class will have to be divided into two groups for this activity. Each group will hide the treasure or object they have been given and will eventually search for each others groups treasure with the helps of a map and directions. Each member of the group will contribute to map a big map of the classroom a lot like the floor plans discussed in the read aloud. Get them to hide the treasure well and write clear directions to the hiding place, using as many positional words as they can. As a group they will create directions for the other group to help the guide there way to find the treasure.

Break it down:

- Each group creates a make/floor plan of the classroom with a legend and symbols
- Each group create a list of directions that the other group can use to help them get find their treasure

If there is time left over:

- Complete worksheet

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

- After everyone has had a turn, talk about the words, which were most useful in helping them find the treasure.

Application: *What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)*

Gradual release of responsibility

CONCLUSION: *How will I conclude the lesson?*

Student reminder: Agenda handed out and prayer before dismissing students

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

Continue to integrate lessons across the curriculum in order to reiterate the necessary information and develop an understanding of the knowledge not only from one subject but from a variety.