

Lesson Plan #1: Morning Routine

Subject/Grade: Morning Routine Grade 1/2

Lesson Title: Calendar Activity

Teacher: Ms. Flunder

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

N1.8

Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.

- a) Name the whole number that is one more, two more, one less or two less than a given whole number.
- b) Represent the number on a ten frame that is one more, two more, one less, or two less than a whole number.

P1.1

Demonstrate an understanding of repeating patterns (two to four elements) by:

- describing
- reproducing
- extending
- creating patterns using manipulatives, diagrams, sounds, and actions.

d) Create and describe a repeating pattern using a variety of manipulatives, diagrams, musical instruments, and actions.

g) Identify repeating events (e.g., days of the week, birthdays, seasons).

AR1.1

Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.

- a) Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions.

- b) Co-reflect on viewing, listening, reading, speaking, writing, and other forms of representing to identify strengths and to discuss attributes of, and strategies used by, good viewers, listeners, readers, representers, speakers, and writers.

Key Understandings: ('I Can' statements)

I can follow directions

I can identify today's date

I can identify less than and more than

I can write my numbers correctly

I can use manipulatives to display today's date

Essential Questions:

What is today's date?

What is one more than 6, what is one less than?

Can we write the numbers of the month?

Can we group read today's date?

What is the sight word of the day?

Can you make the sight word of the day using playdough?

Prerequisite Learning:

Students will use the same template every day to learn the morning routine, the students will have about a month of practice. Students should have previous knowledge of months, dates, and years. Students have previous knowledge of letters and letter sounds.

Instructional Strategies:

Provide opportunities for student practice

Learner-centered methods

The discussion method

Stage 2: Determine Evidence for Assessing Learning

Students will be called up one at a time to do an activity of the smartboard. Teacher will check students knowledge and understanding during this time.

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 5 mins

Welcome students into the classroom, they should bring lunch kits, water bottles and home folders. Remind students to wash hands and then sign in by clicking their name on the smartboard. Then sit quietly in desks until everyone is ready and attendance is sent to the office.

Development:

Time: 25 mins

Complete smartboard activities, discussing today's date. Make sure to fill out the calendar under the smartboard and use the manipulatives. Students will be called up one at a time to do an activity on the smartboard.

Learning Closure:

time: 5 mins

Students will write the sight word of the day using playdough. Then will be dismissed to get ready for physical education.

Materials/Resources:

Playdough

Smartboard activities

Possible Adaptations:

Pen/paper

Wooden letters

Differentiation:

Fidget spinners

Walk around the room to check on students during closure.

No time limit for smartboard activities

Management

Strategies:
Eyes on me

Rules of the classroom

	<p>Quiet bodies</p> <p>Calling students up who are losing focus</p> <p>Safety Considerations:</p> <p>Use hand sanitizer to limit contact between students and smartboard</p>
<p style="text-align: center;">Stage 4: Reflection</p>	

Professional Development Plan

Topic: Morning routine

Date: October 6th, 2020

Teacher: Ms. Flunder

Observer: Darran Teneycke

<p>1. Professional Goal</p> <p>Classroom Management- Positive reinforcement</p>	<p>2. Steps to Achieve Goal</p> <p>After students finish an activity I will tell them they did a good job and give them a sticker for correct answers or for trying.</p>
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3. Instructions to observer (be specific)

Watch for language and discuss with students that supports their learning and knowledge, language such as good job. Then showing my students how happy I am for their understanding or for trying to understand by giving students a sticker. Stickers may also be given to students who demonstrate the rules of the classroom through their learning and paying attention to others learning.

Positive enforcement is very important for students in our classroom because they may not receive praise at home and praise shows them their learning and education is important.

4. Data Collection: