

1. Lesson Plan Information	
Subject/Course: Language/Math	Name: Adapted from M. Parr
Grade Level: SK/1	Date: January 26-28
Topic: Winter Literacy and Math Centres	Time and Length of Period: 10:45-11:30 (45 min)

2. Expectation(s) and Learning Skills
<p>The students will:</p> <ul style="list-style-type: none"> • retell the stories in their own words • create simple patterns using a variety of materials • use their knowledge and experience to understand what they read (specifically, experience with winter clothing and playing outside) • use one attribute to create a pattern (e.g., size) • make models of patterns using actions, objects, diagrams and words • Learning skills: students will cooperate at centres to achieve tasks <p>Today, students will: use winter vocabulary to work with sequencing, patterning, rotations and computer applications of concepts</p>

3. Pre-assessment
<p>A. (i) Students</p> <ul style="list-style-type: none"> • are familiar with the rotation and tracking system required for literacy centres • work well independently and in small groups • have previous experience with KIDPIX and know how to change the size of pictures (F will be an expert for students who require computer help) • some of the kindergarten students need practice identifying a logical pattern for getting dressed i.e. snow pants before boots <p>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</p> <ul style="list-style-type: none"> • A. and B will need help with their zippers as they are still struggling with fine motor coordination; most objects should be pre-cut for them at the patterning centre – will be able to cut on lines for winter Bingo independently • C. will require help to participate and get ready as she is unable to do so independently- E.A. will help C. at all centre activities and will transcribe paragraph on My Favourite Winter Clothing • D and E will require monitoring to stay on task – make sure that they are not in the same group • Parent volunteer will assist students at centres
<p>B. Learning Environment</p> <ul style="list-style-type: none"> • the centre activities will be introduced in a large group with the usual classroom layout but students will quickly move into small groups for the task component of the lesson; it will finish in large group on the carpet area to take up each day's responses • the usual four clusters of tables and carpet area will be used but the students have to move to their pre-assigned Reading groups which are posted on a chart at the front of the room. Reading groups differ from their usual seating groups.

C. Resources/Materials

- Introduction: students will need full set of winter clothing (send note home to parents the day before requesting that they come prepared with: an extra sweater, extra socks, a scarf, earmuffs, mittens, woollen hat, ski mask)
- Remind students not to share hats and scarves for health reasons
- Chart paper and markers
- 1 central tracking sheet for each of the five groups as well as personal tracking sheets glued to Winter folders (pictorial icons match those at each centre)
- Pictorial task cards with models of finished work at each of the five centre activities
 - **Centre 1 (Red):** Winter Bingo: 1 empty grid, 1 set of seasonal pictures and word grids, colouring materials, glue, scissors
 - **Centre 2 (Blue):** Sequence: 1 mini-book, 1 set of winter clothing, colouring materials, glue, scissors
 - **Centre 3 (Green):** Patterning: Cut and Paste: winter stencils / templates for students to trace and cut, colouring materials, colouring materials, glue, scissors; Computer: KidPix
 - **Centre 4 (Yellow):** My Favourite Winter Clothing or Winter Activity: Writing Paper – 1 draft copy, 1 polished copy, pencils, colouring materials
 - **Centre 5 (White):** Group 1: Guided Reading Books: *The Snowy Day*
Group 2: Guided Reading Books: *It's Snowing Little Rabbit*
Group 3: Guided Reading Books: *The Jacket I Wear in the Snow*
Group 4: Guided Reading Books: *My Mother's Got Me Bundled Up*
Group 5: Guided Reading Books: *Here Comes the Snow*

4. Content (The What)

- Identification, description and naming of winter vocabulary (favourite article of winter clothing /winter activity)
- Identification of a logical sequence (pattern) to get dressed in winter clothing
- Patterning by sliding, flipping and rotating objects
- Patterning by changing the size of objects
- Understanding the content of stories by using their knowledge (letters, words, background experience)

5. Teaching/Learning Strategies (The How)

Teacher Role

(i) Introduction of the Activity, Routines and Procedures

(40 min. total)

Day 1

- Introduction to Theme (20 min.)
- Twenty minutes prior to morning recess, students will gather on the carpet. I will have my winter clothing and will ask students to identify and name each article (these will correspond to the articles of clothing cited in the guided reading books for the week) – there should be one article per student. Students will be asked to organize themselves in the order that they feel the articles should be put on. I will write the sequence on a chart (I put on my snow pants. I put on my boots...) Students will be guided to change the order if the sequence does not match the chart. I will reinforce that it is not logical to put my boots on before I put my snow pants on.

- Students will estimate the number of minutes they think it will take me to get dressed.
- Students will be asked to get their winter clothing, arrange them in a logical sequence, and get dressed. I will challenge them to beat the number of minutes it took me to get dressed.
(We will keep track of their minutes throughout the week – striving to beat the previous time).

- Introduction to Activities
- After recess, the five centre activities will be introduced and modelled. Task cards will be read to students. Students may ask questions concerning each of the centre activities.

Routines and Procedures

(20 min.)

- Clarify the expectations while working at each Literacy Centre (cooperation, responsibility, tidying up the area when completed)
- Clearly outline the requirements at each of the Literacy Centres. Refer to task cards 1-4 and lesson plans for centres – guided reading.
- Inform the students that each student must complete his or her own activity and should colour the icon on their folder that matches the picture at the centre activity.
- Explain that if a group completes a task early that the group members can cut out snowflakes to decorate the classroom. Once we have enough snowflakes, students may decorate their black winter folders with white chalk.
- All signed worksheets for the different tasks should be placed in their Winter Folders and then in the *In Basket* at the completion of the activity time
- When instructed, meet at the carpet for group discussions at the end of the activity time.

Centre 1 (Red): Winter Bingo Cards

- Colour only the winter pictures. (25)
- Cut out each of the winter pictures and word boxes by cutting on the lines.
- Create your own pattern by gluing the winter pictures on the grid.
- Fill all spaces on the grid.
- Put the unused pictures in the scrap paper box provided at the centre.

Centre 2 (Blue): Winter Dressing Sequencing

- Colour the pictures.
- Cut out the pictures.
- Glue them in book in a logical sequence.
- Cut out the sentences.
- Match up the sentence to go with each picture and glue them in your book.
(e.g., I put on my mittens. I put on my hat.)

Centre 3 (Green): Winter Patterning

Computer: 1. Use KidPix.

- Make a pattern by changing the size of a winter icon.
- Paper: 1. Use the stencils or templates to cut out mittens.
- Create a pattern by sliding, flipping or rotating the mitten.

Centre 4 (Yellow): Winter Stories (Select one topic)

My Favourite Winter Clothing

- Choose your favourite article of winter clothing.

2. Look at it carefully.
3. Write five sentences about what you see.

My Favourite Winter Activity

1. Choose your favourite winter activity.
2. Write five sentences about your activity.
3. The final copy will be done during Writer's Workshop.

Centre 5 (White): Guided Reading

Teacher directed – see Guided Reading lesson plans for each group

G) Procedures

- a. Introduce the tasks.
- b. Supervise and instruct the Guided Reading Group (Refer to Direct Instruction Planning Format Lesson Plans)
- c. Monitor Centre Activities
- d. Engage students at each centre through key educative questions.

Centre 1/2: Ask: "What is the pattern?"

Centre 3: Say: "Describe your pattern."

Centre 4: Ask: "Why is that your favourite article of winter clothing/winter activity?"
"What goes at the beginning/end of a sentence?"

Days 2-5 – Groups will rotate through the five centres. On day 5, once all students have rotated through the five centres and are finished their Bingo cards, we will play a game of Bingo – this will then serve as a motivator and reward for the remainder of the month.

(ii) Lesson Conclusion

(5 min.)

At the end of the activity time, the students will gather at the carpet and share their activities. They will demonstrate their ability to retell stories, create patterns and describe story sequences and patterns verbally and in written format.

6. Assessment (Collection of Data) / Evaluation (Interpretation of Data)

The students' completed products and observation of their actions will demonstrate whether they can:

- Retell a story in their own words
- Create simple patterns using a variety of materials
- Use their knowledge and experience to understand what they read
- Use one attribute to create a pattern
- Make models of patterns using actions, objects, diagrams and words

A coded checklist of skills with a class list will be used to record progress with each skill.

7. Student Teacher's Reflections on the Lesson

Note: Because the activities in this lesson plan will be repeated for the next 2 days, the student teacher need only record reflections after day 2 and day 3 and not complete a whole new lesson plan.

A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

Day 1: It took a great deal of time for the students to complete the bingo grid. With assistance they were able to complete the task. Most students were able to sequence the pictures at centre 2 but had some difficulty matching up the sentences.

All students enjoyed the computer activity and were able to complete it without assistance. Punctuation of sentences (capitals and periods) at Centre 4 needs review and additional practice.

Day 2: ...

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

Day 1: Students will continue to rotate through each centre to allow them to complete the tasks. An additional time period may be needed for some students to allow for completion of activities. All students require more direct instruction in modelling how to support their opinions in their oral responses.

Additional exercises for students A. and B. to be requested from school
Occupational Therapist

Day 2: ...

B. (i) Evidence of the Effectiveness of the Student Teacher

Day 1: It was a challenge to monitor the centres while I was doing the Guided Reading. I did not get an opportunity to ask the key questions at each centre. A parent volunteer will assist with this on next rotation day. The introduction went well. I need to be aware of time. I also need to model opinion and support more concretely.

Day 2: ...

(ii) Next Steps Related to the Effectiveness of the Student Teacher

Day 1: I will assign a parent volunteer to assist with the winter bingo activity. I need to remind the students to refer back to the chart we created for the dressing sequence. I will use the chart to draw the students' attention to how to begin and end a sentence. I will need to ask the E.A. to pose the key questions as she moves around the classroom.

Day 2: ...