

ECS 303 - Kindergarten Lesson Plan

Name: Courtney Stalwick	Date: November 24/21
Grade: Kindergarten	Subject: Math
Length of Lesson: 20 min	Work Space: Kindergarten classroom

Classroom Management

Will go over the vocabulary with entire class prior to handing out worksheets. (So, Jack doesn't get distracted).

Making sure all students are paying attention while going through the vocabulary, having them all repeat the word aloud, to help them stay engaged and on topic.

Addressing any off-task behaviour immediately, given reminders of what we are working on.

Distributing materials: Handing out worksheet to students once we have gone over the vocabulary. Distributing materials to students who are ready first.

Student groups: Going through vocabulary as a class. Working alone on the math worksheet.

Step 1 - Desired Results

MATH

Outcome:

NK.3

Relate a numeral, 0 to 10, to its respective quantity.

Indicator:

(b), Identify the number of objects in a set.

(d), Match numerals with pictorial representations.

ELA

Outcome:

CRK.1

Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).

Indicator:

(e), Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.

(f), Relate a personal experience as a result of a picture, photograph, or model.

Outcome:

CRK.3

Listen, comprehend, and respond to gain meaning in oral texts.

Indicator:

(c), Understand and apply language cues and conventions to construct and confirm meaning when listening:

- show curiosity in words and their sounds (lexical/semantic)

(d), Follow simple directions correctly and independently (e.g., Please put away your crayons and put your picture on the shelf.) and remember instructions given earlier.

Step 2 - Assessment Evidence

Assessment Plan:

Math - will use completed worksheets for assessment of understanding.

ELA - will ask students what animal is on the worksheet (pointing at the pictures), example saying vache when the teacher points at the cow on the worksheet.

(Assessing for comprehension of French vocabulary).

Step 3 - Learning Plan

Learning activities

1. Go over the French vocabulary (farm animals) with the class.
2. Show the class the math worksheet we will be working on.
3. Go through one example on the worksheet with the whole class (counting out the pigs, un, deux, trois and explaining they would write down the number 3 in the box which is already filed out for them).
4. Explain they will be counting how many cows and sheep there are and writing the number in the box for each.
5. Instruct students to take out a crayon.
6. Handout worksheet.
7. Teacher will walk around giving extra support and instruction to students as needed.
8. Students will say "J'ai fini" when they are done their worksheet.
9. The teacher will check their work and check for comprehension of vocabulary and numbers (having students say aloud the animals in French as the teacher points to the pictures and having the students count aloud the number of animals there are for each.)

Resources & Materials:

Math worksheet - 15 copies

Vocabulary cards - 1 of each word.

Card stock - 4 (for vocabulary cards)

Crayon - students have their own crayons

Time:	Teacher's Tasks:	Management:
3 minutes	Set:	Gather all the student's attention before starting the

	<ol style="list-style-type: none"> 1. Today we will be learning the names of a few farm animals! 2. By a show of hands who has visited a farm before? 3. What are some farm animals you can think of? 	<p>lesson.</p>
<p>13 minutes</p>	<p>Explore:</p> <ol style="list-style-type: none"> 1. Today we are going to learn the words for cow, sheep, chicken, and pig in French. 2. Does anyone know what a cow is in French? - Vache 3. ...sheep? - Mouton 4. ...pig? - Cochon 5. ...chicken? - Poule 6. Now that we have learned the name of these farm animals, we are going to be working on counting them! 7. (Make sure everyone is paying attention, before instructing them on what they will be doing on the worksheet). 8. Show the class the worksheet, and explain that they will be counting the animals and writing down the number for each one. 9. Go through an example with the class before handing out the worksheet. (ex. There is un, deux, trois cochon, so I will write down a 3). 10. Take out one crayon, and I will come around and give you a worksheet. 	<p>Keeping an eye on Jack and Gavin to make sure they are on task. Addressing any off-task behaviour immediately.</p> <p>Giving extra instruction as needed to Jack, Emma, and Gavin.</p> <p>Circulating around the room and checking in with students for understanding.</p>
<p>4 minutes</p>	<p>Closure:</p> <ol style="list-style-type: none"> 1. Once students finish their worksheet, they will say J'ai finis! 2. Teacher will go check work of student. The teacher will point at the picture of the animals and ask 	<p>Providing extra support for the students who are not comprehending the material/task.</p>

	<p>them what the animals are in French to check for comprehension.</p> <ol style="list-style-type: none">3. The teacher will also ask the student to count out how many animals there are of each in French, to check for comprehension.4. Student will then ask if they can play in a certain area.	<p>Being patient with students and allowing them enough time to work through the assignment.</p>