

Revised Lesson Plan- Malaspina University-College

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| Grade | Two | Topic | Math |
| Date | October 11, 2006 | Allotted Time | 30 minutes |
| Cite sources used to develop this plan: http://www.kidzone.ws/math/jungle/gr1-tally2.htm http://www.first-school.ws/theme/mini_theme/ice-cream.htm http://www.poemhunter.com/poem/bleezer-s-ice-cream/ | | | |

1. **Rationale:** *Why is this lesson relevant at this time with these students?*

To begin lessons on collecting data and ways to represent data collected.

2. **Provincial Learning Outcome(s):** *What IRP outcome(s) does this lesson develop?*

SWBAT use a variety of methods to collect and record data, including measuring devices, printed resources and tallies.

3. Assessment

| Lesson Outcome What will students learn? | Sources of Evidence What product or action will show what students have learned? | Criteria What will you look for in this evidence? |
|---|---|--|
| How to record data using the tally method | Answers on worksheet and oral answers during discussion | “Proper” technique of writing tallies |

4. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

Seventy-two ice cream shapes in brown, white and pink (24 of each colour to represent chocolate, strawberry and vanilla)

Chalk for teacher to use on chalkboard

Worksheets (24 copies)

| 5. Lesson Development | Pacing |
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| <ul style="list-style-type: none"> Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> Read Bleezer’s Ice Cream by Jack Prelutsky TODAY WE TALK ABOUT ICE CREAM! Have students at carpet, which they should be since calendar time is right before math time. Read Bleezer’s Ice Cream by Jack Prelutsky | 5 minutes |

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| <p>Show them the ice cream scoops and tell them the flavours. Tell students to think about of which one is their favourite flavour because the class is going to do a tally about their choices.</p> <ul style="list-style-type: none"> • Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i> <p>Hold up one colour and say the matching flavour. Say: if this is your favourite, please raise your hand and I will pass you that colour.</p> <p>*Do this for all three flavours. After flavours are passed out, have students stand up while tallying each flavours number. (all chocolates stand up, teacher counts aloud the number of those who chose that)</p> <p>*As teacher does tally marks on board, make a special announcement when getting to the “five” mark, to make students aware of the importance of this concept.</p> <ul style="list-style-type: none"> • Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> <p>After marking tallies for each scoop flavour, count the marks aloud again, have class participate again making special announcement when getting to five.</p> <p>After counting the first five, have students do the counting (taking teacher out of role as being “the one with the answers”). To ascertain that they are learning and understanding, have students raise their hand with answers or call out as a group, depending on their mood for that day.</p> <p>After re-counting, have students by flavour, pass their scoops to the teacher and then return to their desk. (Teacher will ask for all chocolates to please stand up, give scoop to teacher, then return quietly to desk. Repeat for all flavours)</p> <p>*I will keep the scoops to use for an activity later on when teaching about graphing.</p> <p>Once all students are settled at desks, have students look at front of room.</p> <p>Go over how to fill out the worksheet.</p> | <p>15-20 minutes</p> <p>Getting the students involved will work for J, as it is something they can move during and is at their interest level (ice cream!)</p> <p>5 minutes</p> <p>H and I: to get them settled with ease and little distraction, use proximity (one integration aid is within the class during math to help with this)</p> <p>This worksheet had very little reading to do as an accommodation for those with minimal reading</p> |
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| <p>On this worksheet, they are to count the bananas and write a tally for that amount on the blank next to the bananas.</p> <p>My sponsor teacher always has worksheets available (such as colouring activities etc.) for them to work on after they are finished with the assignment)</p> | <p>ability such as J. J is also seated at the front to be close to the teacher; this helps student keep focused and can ask questions easily. Teacher can also easily use proximity to keep them on track. For R, this student is seated next to a student who can help him understand the assignments (peer learning). K and X get help from integration aid. As well as after rest of class is working, teacher will explain worksheet in further detail, if they need it. Teacher works one on one with them to further understanding. Worksheets are also done together as a class after few minutes of solo working.</p> |
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6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*
This is talked about on the side of the lesson plan.

I think this lesson went well. It worked well for the children to be at the carpet as my sponsor teacher does for many math lessons. My sponsor teacher recommended having the students stand up when I was tallying their flavour, so when tallying strawberry all those who chose strawberry stood up. This worked well as a visual (like a human graph) and gave the students more chances to participate. I used the scoops as a way to get them back to their desks when the lesson was over. This was a nice segway and one that I did not plan for but thought of on the spot (and added to the revised lesson plan), which I think is going to happen a lot with the younger grades; though I should also be thinking of ways to do this and write it in my lesson plan.

The students were able to understand the concept I wanted them to understand. It was an intro to tallying which I have continued with them every week since. Some students caught on very well some did not but all got the basic understanding, which is okay for this grade level. The students enjoyed seeing who picked out what ice cream and seeing what ice cream had the most votes. It was a good lead in to follow up activities regarding tallying. Having the ice cream scoops available for when graphing lessons will be beneficial to the students. It uses their prior knowledge to start a new idea. It connects the two, giving more foundation and understanding to what they are learning. I hope that it will show that math is not a mass of unrelated ideas but that everything is connected and has a purpose. That way the learning is more meaningful and student based.

I learned a lot from doing this lesson with them. I learned ways to transition students. I learned ways to get them to focus on instructions. I applied many of the things I learned to the next lesson, which involved counting skittles (candy) in a bag followed by a dice game the next week. They really enjoy the active learning and participation.

Bleezer's Ice Cream

I am Ebenezer Bleezer,
I run BLEEZER'S ICE CREAM STORE,
there are flavors in my freezer
you have never seen before,
twenty-eight divine creations
too delicious to resist,
why not do yourself a favor,
try the flavors on my list:

COCOA MOCHA MACARONI
TAPIOCA SMOKED BALONEY
CHECKERBERRY CHEDDAR CHEW
CHICKEN CHERRY HONEYDEW
TUTTI-FRUTTI STEWED TOMATO
TUNA TACO BAKED POTATO
LOBSTER LITCHI LIMA BEAN
MOZZARELLA MANGOSTEEN
ALMOND HAM MERINGUE SALAMI
YAM ANCHOVY PRUNE PASTRAMI
SASSAFRAS SOUVLAKI HASH
SUKIYAKI SUCCOTASH
BUTTER BRICKLE PEPPER PICKLE
POMEGRANATE PUMPERNICKEL
PEACH PIMENTO PIZZA PLUM
PEANUT PUMPKIN BUBBLEGUM
BROCCOLI BANANA BLUSTER
CHOCOLATE CHOP SUEY CLUSTER
AVOCADO BRUSSELS SPROUT
PERIWINKLE SAUERKRAUT
COTTON CANDY CARROT CUSTARD
CAULIFLOWER COLA MUSTARD
ONION DUMPLING DOUBLE DIP
TURNIP TRUFFLE TRIPLE FLIP
GARLIC GUMBO GRAVY GUAVA
LENTIL LEMON LIVER LAVA
ORANGE OLIVE BAGEL BEET
WATERMELON WAFFLE WHEAT

I am Ebenezer Bleezer,
I run BLEEZER'S ICE CREAM STORE,
taste a flavor from my freezer,
you will surely ask for more.

Jack Prelutsky

Susan Place

EDTE 415(01)

Bonnie Davidson

Lesson Plan and Reflections

November 10, 2006

Original Lesson Plan- Malaspina University-College

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| Grade | Two | Topic | Math |
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| Cite sources used to develop this plan: http://www.kidzone.ws/math/ocean/gr1-tally3.gif http://www.first-school.ws/theme/mini_theme/ice-cream.htm | | | |

7. **Rationale:** *Why is this lesson relevant at this time with these students?*
 To begin lessons on collecting data and ways to represent data collected.

8. **Provincial Learning Outcome(s):** *What IRP outcome(s) does this lesson develop?*
 SWBAT use a variety of methods to collect and record data, including measuring devices, printed resources and tallies.

9. Assessment

| Lesson Outcome What will students learn? | Sources of Evidence What product or action will show what students have learned? | Criteria What will you look for in this evidence? |
|--|---|--|
| How to record answers using the tally method | Answers on worksheet and oral answers during discussion | Ability to transfer tally amounts to numbers |

10. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

Ice cream shapes in chocolate, vanilla and strawberry (enough for whole class 72 total (24 each)
 Chalk
 Worksheets (24 copies)

| 11. Lesson Development | Pacing |
|--|-----------|
| <ul style="list-style-type: none"> Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> TODAY WE TALK ABOUT ICE CREAM!!!! Pose a question to them asking them what their favourite ice cream flavor is, choosing from vanilla, chocolate and strawberry. Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i> | 5 minutes |

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| <p>I will ask them what ice cream they like and pass out a matching colour for that flavour. When I do that I will then ask all the people with one colour to raise their hand and do a mark on the chalkboard for each one of them. I will do this for all three flavours, telling the children this is called taking a tally. I will point out when I get to 5 then I do a slash across the other four. I will have them do the attached worksheet for homework; they will also be given class time to work on it.</p> | <p>15-20 minutes</p> |
| <ul style="list-style-type: none"> • Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> <p>Before I end the lesson I will ask the class what it means to put a mark, what it means to put a mark across 4 dashes. I will wait for a few hands to come up so that I can make sure more than one or two have the answer. I will also keep the ice cream samples in the room for further discussions when it comes time to learn graphing.</p> | <p>5 minutes</p> |

12. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

During math there is a teacher that comes in to help with students who need assistance and for those that can do the work without difficulty I can get them to help others in the class and they could also do the adding of the multiple fives.

I will also have some manipulatives to demonstrate it for those that understand better when working with their hands (such as having the ice cream scoops to represent the number that like that flavour).