

TITLE OF CENTRE (AND LESSON)

Goal of the lesson:

Composing and decomposing numbers to ??

Specific Learning Goals (curricular expectations):

By the end of these lessons, students will:

THESE ARE PLACEHOLDERS

- demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (e.g., show small quantities using fingers or manipulatives)
- use, read, and represent whole numbers to 10 in a variety of meaningful contexts (e.g., use a hundreds chart to read whole numbers; use magnetic and sandpaper numerals to represent the number of objects in a set; put the house number on a house built at the block centre; find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant at the dramatic play centre)
- investigate and develop strategies for composing and decomposing quantities to 10 (e.g., use manipulatives or “shake and spill” activities)
- investigate addition and subtraction in everyday activities through the use of manipulatives (e.g., interlocking cubes), visual models (e.g., a number line, tally marks, a hundreds carpet), or oral exploration (e.g., dramatizing of songs)

SECONDARY GOALS of the team:

- To enact a lesson that reflects authentically the reality of the All Day-Every Day JK/SK classroom and the collaborative relationships possible between teachers and ECEs and SERTs.
- To show all the stages of purposeful play.

Materials:

Success criteria:

Co-teacher will record an “I can” chart – success criteria – as they come up in the lessons.

Activating student thinking:

Developing student thinking:

Student sharing:

Consolidating student thinking:

2. At the play centre:

Activating student thinking:

Developmental play starts

Elements of choice at the centre:

Wrap up and reflection*

	Key questions:
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Possible next steps for lessons and play: