

Candidate's name: Lisa Seymour

Grade/Class/Subject:	7/Block 8/Math S.	School:	Skeena
Date:	November 29 <sup>th</sup> , 2022	Allotted Time:	64 mins. 10:58-11:02
Topic/Title:	Math/Subtracting Integers		

**1. LESSON ORIENTATION**

Key resources: Instructional Design Map

*Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g., emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.*

Students will be continuing with Subtracting Integers and using the Keep Flip Change method (KFC).

**2. CORE COMPETENCIES**

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	Students will reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.

**3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

Key resources: First Peoples Principles of Learning (FPPL); Aboriginal Worldviews and Perspectives in the Classroom

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	Patience and allowing time when teaching, not all students work at the same pace or understand concepts at the same time.

#### 4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

*What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?*

- Computational fluency and flexibility with numbers extend to operations with integers and decimals.

#### 5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
Demonstrate and apply mental math strategies.	Addition, subtraction, multiplication, division, and order of operations. Using two-sided counters. $9 - (-4) = 13$ because $-4$ is 13 away from $+9$

#### 6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g., Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?*

Students will be doing a summative worksheet after the lesson review of using integer chips, KFC method and using a number line to answer integer subtraction questions.

[https://www.math-drills.com/integers/integers\\_subtraction\\_all\\_parentheses\\_-25to25\\_001.php](https://www.math-drills.com/integers/integers_subtraction_all_parentheses_-25to25_001.php)

#### 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

*Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioral challenges. Mention any other design notes of importance, e.g., cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.*

Allowing students time and re-explaining instructions or methods as needed. There are some students with IEP's and will be given more time to complete work.

**Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g., rearrange desks, book a room or equipment.*

I will provide integer chips and if they need extra paper to make number lines.

## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does ( <i>learning activities to target learning intentions</i> )	Pacing
<p><b>OPENING:</b>  <i>e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<ul style="list-style-type: none"> <li>• Marking – hand back previous math sheets to students and we will mark as a class. Students who haven't done the sheet will go work on it out in the hall.</li> </ul>	10 mins.
<p><b>BODY:</b></p> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning – each task moves students towards learning intentions</i></li> <li>• <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> <li>• <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></li> </ul>	<ul style="list-style-type: none"> <li>• I will be reviewing subtraction with the integer chips on the white board. Writing a question on the board and having a student demonstrate "chips" using different color markers for positive and negative or using the + and – signs.</li> <li>• Next, I will be reviewing subtraction using the Keep Flip Change method. Write questions on the board and have students come up and show re-writing the question and the answer.</li> <li>• During the review for KFC I will also show students that they can use a number line once they have switched the subtraction problem to addition and they have to add negative and positive numbers together.</li> <li>• This is the final class we will be doing subtraction so it is important to catch up students who have been away sick or that other students understand the concepts.</li> <li>• Next, I will be handing out worksheets for students to practice, I will have the integer chips out as an option for students and assist with making a number line.</li> </ul>	40 mins.
<p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>• <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i></li> <li>• <i>review or summary if applicable</i></li> <li>• <i>anticipate what's next in learning</i></li> <li>• <i>"housekeeping" items (e.g., due dates, next day requirements)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Let students know how much time is left in class.</li> <li>• Ask if students have any questions before we wrap up.</li> <li>• As an alternative if students are all done their worksheet early, we will mark it as a class or have "Integer Wars" card game set up.</li> </ul>	5 mins.

9. REFLECTION (anticipate if possible)

- Did any reflection in learning occur, e.g., that shifted the lesson in progress?
  - What went well in the lesson (reflection on learning)?
  - What would you revise if you taught the lesson again?
  - How do the lesson and learners inform you about necessary next steps?
  - Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?
  - If this lesson is being observed, do you have a specific observation focus in mind?
- Reflection on going through the whole activity first so students know what's going on and what to expect.
  - After lesson reflect on pacing as well as showing/demonstrating for the students.

## Subtracting Integers (A)

Use an integer strategy to find each answer.

$$(-6) - (+2) =$$

$$(-3) - (+8) =$$

$$(+5) - (-5) =$$

$$(-9) - (-8) =$$

$$(+9) - (-4) =$$

$$(+6) - (-9) =$$

$$(-6) - (+6) =$$

$$(+8) - (-7) =$$

$$(+7) - (-5) =$$

$$(-8) - (-8) =$$

$$(-6) - (+3) =$$

$$(+2) - (+1) =$$

$$(+5) - (+1) =$$

$$(-3) - (+4) =$$

$$(-6) - (+3) =$$

$$(+6) - (-2) =$$

$$(-4) - (+3) =$$

$$(+2) - (+9) =$$

$$(-3) - (+5) =$$

$$(-6) - (+1) =$$

$$(+1) - (+1) =$$

$$(-8) - (+5) =$$

$$(+8) - (-8) =$$

$$(-2) - (+3) =$$

$$(-9) - (-4) =$$

$$(+1) - (+4) =$$

$$(+3) - (+4) =$$

$$(+1) - (+3) =$$

$$(+7) - (+9) =$$

$$(+8) - (-9) =$$

<p><b>UNBC</b>  <b>School of Education</b></p> <p><b>EDUC 490</b>  <b>CT/PE Observation form</b></p>	<p>Teacher Candidate: <u>Lisa Seymour</u> Date: <u>Nov. 29</u>          School: <u>Skeena Middle School</u> Time: <u>9:50-11:02</u>          Coaching Teacher: <u>Shelley Klassen</u>          Grade: <u>7</u> Subject/Lesson: <u>Math - Subtracting Integers</u>          Practice Evaluator: <u>D. Litz</u> (KFC)</p>
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- Criteria Guidelines:  
 This list of topics is suggested only:
- Professional Qualities**
- Communication Skills
  - Work Ethic/Initiative
  - Attitude/Commitment
  - Interpersonal Skills
  - Humour
  - Energy/Appearance
  - Professional Ethics
  - Reflectivity/Self-Evaluation
  - Collegiality/Teamwork
  - Parent Communication
- Planning/Preparation**
- Curriculum expectations
  - Competency expectations
  - Content Knowledge
  - Overviews/Unit Plans
  - Advance Preparation
  - Lesson Plans
  - Principles of Learning
  - Organization
  - Time Management
  - Differentiated Instruction
  - Assessment (Formative and Summative)
- Relationship Building**
- Classroom Community
  - Relationship with Students
  - Teaching Presence
  - Gaining and Keeping Focus on learning
  - Student Engagement and Motivation
  - Transitions/Directions/Routines

When I call your name, come and grab your sheet! - calls names.

Switch papers with someone else, we're going to mark it.

1 mark for showing work  
 1 mark for correct answer.

#1  $(-3) - (+8) =$   
 $(-3) + (-8) =$  (KFC method)  
 $= -11$

continues to go through answers with each step and answer. (15 questions).

total is out of 30. Add it up, give it back to the person.  
 -collects marks 1 at a time.

- Going to review subtraction.  
 - integer chips - AND KFC.

Name of Observer: Shelley Klassen

Learning Activities

Instruction and Assessment

- Learning Intentions
- Co-developed or teacher developed Criteria
- Lesson Introduction
- Development/Flow/Progression of Learning
- Closure
- Resources/Hands-on Activities
- Instructional Strategies
- Supervision/Safety
- Questioning
- Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation
- Communicating Student Learning

$$(-6) - (+2)$$

how would I do this Q with integer chips.

always build your 1st #

-----

then build your 2nd #

~~+~~ ~~+~~

-----  $\triangleleft$  must have your zero pairs.

then take away +2

what are we left with? -8

with KFC.

$$(-6) - (+2) =$$

$$(-6) + (-2) = -8$$

$$(-3) - (+8) =$$

• Student came up to complete Q on board (corner group & talking)

UNBC  
School of Education  
EDUC 490  
CT/PE Observation form

Teacher Candidate: Lisa Seymour Date: Nov. 29  
School: Steens Time: 958-1102  
Coaching Teacher: Shelley Klassen  
Grade: 1 Subject/Lesson: math. Subt Integers  
Practice Evaluator: D. Litz

Criteria Guidelines:  
*This list of topics is suggested only:*

**Professional Qualities**

- Communication Skills
- Work Ethic/Initiative
- Attitude/Commitment
- Interpersonal Skills
- Humour
- Energy/Appearance
- Professional Ethics
- Reflectivity/Self-Evaluation
- Collegiality/Teamwork
- Parent Communication

**Planning/Preparation**

- Curriculum expectations
- Competency expectations
- Content Knowledge
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- Advance Preparation
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- Principles of Learning
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- Time Management
- Differentiated Instruction
- Assessment (Formative and Summative)

**Relationship Building**

- Classroom Community
- Relationship with Students
- Teaching Presence
- Gaining and Keeping Focus on learning
- Student Engagement and Motivation
- Transitions/Directions/Routines

$(+5) - (-5) =$

- calls another student - I from group talking
- student got answer, didn't show work but explained to teacher.

$(+0) - (+2) =$

- shows a trick to this type of Q.

$(-3) - (+1) =$  KFC.

$(-3) + (-1) =$

-4.

• corrects a student when he says minus 4.  
- needs to be negative 4.

• explains # line if wanting to use.

\*suggestion: show 1-2 Qs using the # line to whole class.

talking most of the lesson.

- Asher
- Joey
- Houston
- Kayden
- Izabella
- Peyton.



Learning Activities

Instruction and Assessment

- Learning Intentions
- Co-developed or teacher developed Criteria
- Lesson Introduction
- Development/Flow/Progression of Learning
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- Questioning
- Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation
- Communicating Student Learning

• students feel comfortable going to Ms. Seymour to ask for help.

- is available for help.

- wanders around room to see if students are on the right track

• when students are done the assignment, they play integer war (card game)