

Lesson Plan Template

Grade: 2 nd grade	Subject: Math
Materials: Pencil White board Worksheets Expo markers	Technology Needed: NA
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 2.OA.2 Use mental strategies to fluently add and subtract within 20. 2.NBT.8 Mentally add or subtract 10 or 100 to or from a given number between 100 and 900. 2.NBT.9 No content for this standard code	Differentiation Below Proficiency: For the students who are below proficiency, they would have easier math problems. If there is a para in the room, they can help if their needs to be. Students will also work with me at the back table. Above Proficiency: For the students who are above proficiency they will have harder math problems. The harder math problems might have double digit numbers along with single digit numbers. These students will work at their table spots. They will then flip their page over and do two more number strings. They will then go and find a friend and switch papers and then solve each other's problems. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: listening to directions and other students talk Visual: what is written on the board Tactile: writing with their hands Kinesthetic: NA
Objective(s) The students will be asked to tell me what a tens frame and number strings are. They will be able to solved different math problems using both. Bloom's Taxonomy Cognitive Level: Apply	(This content is shared with the Differentiation column above)
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be asked to sit in their spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When the teacher is talking, the students will need to be quiet and listen to me and have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates.
Minutes	Procedures
10 minutes	Set-up/Prep: Have the worksheets printed out.
10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The students will play a warmup activity.

Lesson Plan Template

	<p>The warmup activity is called scoot. Every month this a theme and this month's theme is ghost. I will ask the students to do an activity on the ghost, whether that be add the eyes up, or what place value is listed, etc. They will be put into partners, and I will draw sticks beforehand.</p>
<p>10 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Good morning 2nd graders, can any tell me what a ten frame is? I will allow the students to tell me what a ten frame is. After they are done, we will go into an example.</p> <p>$4+7+8+6+3+2+4$ I will say, "If I gave this problem to a class of first graders, I bet they would think it looks hard because there are so many numbers." What do you guys think? Allow time for the students to answer You all have ideas about how you would solve this. "What advice would you give to a first grader?" Allow time for them to answer "What have you learned about solving addition problems with several numbers." Allow time for them to answer As the students are answering or thinking, ask them why they think that way. After they are done, I will tell them that we are going to work on number strings. I will ask them, "what is a number string?" Allow time for them to answer After that they are done answering, I will solve the problem in my head. I will write the answer on the board and see if they say anything to me. If they do not, I will ask them, "is it important to show your work?" Make sure the students know that they need to show their work. After we talk about showing work, we will then solve it showing our work together. Once we are done, I will ask the students, "do we have any questions before we start?" If they are no questions we will move on and if there are questions, we will answer them. After that, I will hand the worksheets out and make sure that they have a pencil. I will ask them to make sure that they write their name on it. After that I will let them start to work. If they have a question, I will ask them to raise their hand, and I will come over to them to assist them. *If students are still confused, I will make up other problems on the board to see those are easier to solve.</p>
<p>20 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>As students are working, I will walk around and observe them. I will want to see what students are struggling with it and what students are getting it. I will see how students are solving their math problems. I will ask some students to explain to me or their class on what strategy they are using and why they think it is easy to understand.</p> <p>During the middle of them working, I will stop them and say a classroom management strategy that Mrs. Pope uses, (examples: clapping pattern, one two, three, eyes one me, one two, eyes on you, etc.</p> <p>I will ask the students does the order you add the numbers in matter. Depending on what the students will say, I will say no it does not matter what order you solve it in if it is the right answer. Everyone solves it in a different way, so that is okay. After that, I will allow the students to go back to them working.</p> <p>Depending on time, the students can flip their paper over and write their own number string on the back. They will be asked to cut the paper in half with their pencil and then write two problems. They will go and find a classmate to see if they can solve it. They will partner up with the person who was their partner from scoot.</p>
<p>2 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <p>Once I see almost all the students done, I will bring them back together. I will ask them to tell me what they did to figure out some of the problems. I will say, "I do not want to know the answer, I just want to know how you solved it.</p>

Lesson Plan Template

	After we discuss how they solved a number string we will move into the next activity.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>As students are working, I will walk around and see how the students are working. I will comment on what students are working so if other students are struggling, they can take the advice from their classmates.</p> <p>Consideration for Back-up Plan:</p> <p>If I would need a back of plan, I would do number strings on the white board and have the students come up and solve them. Or they will solve them on pieces of paper, and I will walk around and see how they are solving them.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>By the end of the unit, the students will be able to do ten frames, and number strings. They will be able to tell me what the difference is and how you can add equations up using both.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Before my math lesson, I was very nervous. Once I got started, the nerves went away, and I did what I was born to do. I taught little minds about number strings and ten frames. Granted, it was a review for them, but I think they needed the review. The students did very well with the number strings and how I talked about making sure that they showed their work. I think they all got the point on how important it is to show your work. I think that small groups went amazing. I had 4 students work with me at the back table. One of the students was really struggling. I showed that student 3 different ways to figure out the problem. The student's light bulb finally went off and it all made senses for that student. When that happened, I was smiling ear to ear, even more than I already was. It made my day, that I got through to a student today and I did not spoon feed them the answer. All the students figure it out on their own or a peer helped them. Overall, I was very happy with this lesson plan. I thought it went really well and that the kids did a really good job with it too.</p>	