# College of Menominee Nation

# LESSON PLAN

**Student:** Megan Welk **Date:** October 8, 2014

**Content Area:** Math **Grade:** 2nd Grade **Time:** 8:35 **Estimated Duration:** 8:35-9:40

1. **LESSON FOCUS**

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| **Essential Question(s): *(What is the content focus?)*** |

Fact Families

**PK-5 Academic Content Standards: *(Based on Common Core and/or Wisconsin Academic Content Standards)***

2.OA.2 Fluently add and subtract within 20 using mental strategies. (By the end of Grade 2, know from memory all sums of two one-digit numbers.

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| **Learning Objective(s): *(Aligned with content standards)*** |

Students will use related facts to write fact families.

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| **Building on Past/Leading to Future: *(Connection to prior and future knowledge and engagement of schema)*** |

Find the missing addend.

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| **Academic Language Objective(s): (*Specialized vocabulary, content specific genre, and instructional language)*** |

**Fact family-** a set of addition and subtraction facts with common numbers.

**Missing addend-**a number missing from an addition number sentence.

**Related fact-**facts that use the same number.

**Difference-**the number you have left after you subtract.

**Sum-** the total of the addends

**II. ASSESSMENT**

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| **Informal and Formal Assessments: *(List type of assessment(s), what is being assessed, including evaluation criteria.)*** |

**Informal:** Walk around the room as students are completing the problem that we are working on together as a class. Also walk about the room while they are doing the On My Own worksheet to see how well they are doing on their own.

**Formal:** Think-Pair-Share. I will ask students questions and they will discuss their answers with a neighbor and then share with the whole class.

**III. SET UP/ MATERIALS**

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| **Materials/Resources/Technology/Set-up/:**  |
| **Teacher**  | **Student** |
| * Website (connectED.mcgraw-hill.com)
* McGraw-Hill MyMath Textbook (Teacher and student edition)
* Electronic Projector
* I have…Who has? Activity cards
 | * McGraw-Hill MyMath Textbook (Pages 81-86)
* Boards, markers and socks
* Pencils
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**IV. INSTRUCTIONAL PROCEDURES AND LEARNING TASKS**

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| **Instructional Strategies and Learning Tasks: *(Aligned with content standards)***  |
| **Time Allotted**  | **Teacher**  | **Student (s)** |
| **8:35****8:45****8:50****9:10****9:20** | Lesson will start at 8:35 at the back rug continuing from the Morning Meeting. I will pass out “I have…Who has?” activity cards. Here I will explain to the class what we will be doing with this activity. Once the activity is finished, I will have them pass the cards to their right and I will collect them. We will now do our Count Around the Circle activity. I will start by being number 220. We will go to the right and each student will say a number that follows. Once finished with this sequence, I will be 155. We will go to the right and each student will say a number that follows, but this time we will go around twice.At this time, I will excuse the class quietly by getting out their MyMath textbooks out of their cubbies and then finding their desk. While they are getting their math books, I will be getting the MyMath website loaded and ready for the lesson. Once they are seated, I will have them rip out pages 81-86. I will start the lesson by going over the Problem of the Day and the Common Core Quick Check. I will then use my pages that I ripped out and use them under the electronic projector. We will do page 81, Fact Families, first together as a class. Once finished have them put a T on the top of the page for completed together. The page will be flipped over and we will do the See and Show page together also. A T will be put on this page also. During this time while they are working on these pages, I will be up and walking around the room to do an informal assessment to make sure that they are on track and keeping up with the rest of the class. I will have them go to page 84 and together we will do the problem solving. We will underline what we know and circle what we need to know in each of the problems. We will now do a formal assessment activity. I will ask the class two questions. They will pair up with their neighbor and they will discuss the answer and then share it with the class. What is the difference between two addition sentences in a fact family?What is the difference between two subtraction sentences in a fact family? I will now have the students do their On My Own worksheet. I will tell them that when they are finished that they can put it in the black bin and put their homework sheet and their first page in their mailbox. I will then have students either work on their Sudoku or go on Math Baseball. | Students will be sitting on the rug in a circle and will each receive a “I have…Who has?” card. They will solve the problem on their card and pay close attention for their number to be called. Once finished, they will pass the cards all to their right.Students will Count Around the Circle and will say the number that comes after the person to their left.Students will walk to their cubbies as quiet as can be and get out their MyMath textbooks. They will sit down at their desks. The teacher will tell them what pages to rip out and that is what they will do. Their books should go in the middle of the table in a stack. They will do the Fact Families page together as a class and when finished, they will put a T on it. They will flip the page over and do the See and Show page together with their class and they will put a T on this page also. While doing these two pages, students will be asked questions and they will be answering either as a group or as an individual question. Students will then do the Problem Solving page together with the class and teacher. They will underline what they know and circle what they need to know. Students will pair up with a neighbor. The teacher will ask them a question. They will discuss with their neighbor the answer and then share with the class their answer. The teacher will then ask them another question and they will follow the same process. Students will complete the On My Own worksheet. Once finished, they will either do their Sudoku packet or go on Math Baseball. |

 **DIFFERENTIATED INSTRUCTIONAL SUPPORT FOR DIVERSE LEARNERS**

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| **Differentiated Instructional Support*:(Differentiated in content, process, &/or product, whole class, small group & 1 on 1)*** |

For students in the class that are lower in math, I will be sure to walk by them more throughout the lesson to make sure they are understanding it. If needed, I will do an example on their page or get them unifex cubes. When students are working on their On My Own worksheet, I will be sure to check on them to make sure that they are getting it completed and are answering the questions correctly or using all of their strategies.

**VI. ACCOMMODATIONS**

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| **Lesson Accommodations*: (In both learning tasks and assessments)*** |

 **VII. EXTENSION/HOMEWORK CONNECTIONS**

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| **Assignment/Enrichment: *(Aligned with content standards and/or lesson focus)*** |

Homework will be page 85 that they ripped out of their textbook.

 **VIII. RESEARCH IMPLICATIONS**

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| **Research/Theory that supports the content or methods of instruction:** |

**XI. FINAL RETROSPECTIVE**

**Self Reflection: *(What worked, what didn’t, for whom? Why? What will you do next?)***