# College of Menominee Nation

# LESSON PLAN

**Student:** Megan Welk **Date:** October 9, 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?)*** |

Two-Step Problems

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

2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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

Students will solve word problems that involve two steps.

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

Complete the fact family.

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

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

**Sum-** the total of the addends.

**Add-** to put together.

**Subtract-** to take away.

**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:** Response Cards. Students will use their whiteboards and answer a word problem. Students will hold up the whiteboard when finished and I will have students explain how they solved it.

**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 |

**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 280. We will go to the right and each student will say a number that follows. Once finished with this sequence, I will be 180. 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 87-92. 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 87, Two-Step Word Problems, 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 90 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. The class will get out their boards, markers and socks. I will write a question on the electronic projector and the students will answer it on their boards. They will raise their boards when finished.  Question will be: 8 frogs are in the pond. 3 ducks are in the pond. 6 frogs hop out of the pond. How many frogs and ducks are left in the pond?    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 Two-Step Word Problems 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 get out their boards, markers and socks. The teacher will have a question on the electronic projector. They will solve and answer the problem on their boards. Once everyone is finished, they will raise their boards.  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)*** |

To accommodate this lesson,

**VII. EXTENSION/HOMEWORK CONNECTIONS**

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

Homework will be page 91 that they ripped out of their textbook.