# College of Menominee Nation

# LESSON PLAN

**Student:** Megan Welk **Date:** September 29, 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?)*** |

Missing Addends

**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 subtraction facts to help find missing addends.

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

Using addition facts to subtract.

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

**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:** Response Cards. After we do the Problem Solving worksheet together as a class, I will have the class get out their whiteboards, markers and socks. I will put a problem up on the board or the electronic projector. Students will figure out the problem at their desk on their boards and once I say “boards up!” they will raise their boards so I can see their answers.

**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 vocabulary check and the problem solving with their partners.

**Formal:** Students are going to be graded on their reviews and this will let the teacher know how they are doing. This review is from all of chapter one.

**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 75-80) * 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 179. We will go to the right and each student will say a number that follows. Once finished with this sequence, I will be 145. 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 75-80. 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 75, Missing Addends, 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 78 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 to get out their whiteboards, markers and socks. I will write a problem on either the board or on the electronic projector. The problems will be these five:  6+\_\_\_=10 \_\_\_+3=6 12-\_\_\_=8  8+\_\_\_=10 4+\_\_\_=10  When the students complete the question, they will raise their boards up, here I will see how they answered it and this will allow me to assess them.  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 Missing Addends 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. They will watch to see what question the teacher puts up and they will solve it. The teacher will ask the class to show their answers and the class will raise their boards in the air. This will happen five times.  Students will complete the On My Own worksheet. Once finished, they will either do their Sudoku packet or go on Math Baseball. |

**V. 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 79 that they ripped out of their textbook.