

# Lesson Plan Template

Date: October 4, 2018

<b>Grade:</b> 2	<b>Subject:</b> Math
<b>Materials:</b> math manipulatives, place value graphic organizer, personal white boards, dry erase markers, projector manipulatives	<b>Technology Needed:</b> overhead projector
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> <b>Modeling</b>	<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> 2.NBT.5 Use strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 100.	<b>Differentiation</b> <b>Below Proficiency:</b> These students will benefit most by the guided practice and easing into independent work time. <b>Above Proficiency:</b> These students will have the opportunity to lead me in the beginning when solving the first few problems on the board. <b>Approaching/Emerging Proficiency:</b> These students will also benefit from the slow transition into independent work, but will also likely contribute during the activity of guiding me through the first few problems. <b>Modalities/Learning Preferences:</b>
<b>Objective(s)</b> By the end of the lesson, students will be able to add numbers between 1 and 100 by separating Base 10 blocks by place value on a graphic organizer.	
<b>Bloom's Taxonomy Cognitive Level:</b> Analyze	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> We will first compete the activities together as a class, but then they will work independently at their desks during the final activity.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> While working as a class, students' eyes should be on the board while I am talking. They should not use the manipulatives as a toy. Those who cannot handle this procedure will lose the privilege and draw their blocks on the whiteboard instead. While working independently, students must have their voices off and raise their hand to call me over to check their answers. As students finish and wait for the lesson wrap-up, they may choose a book from their book box and read to self.
<b>Minutes</b>	<b>Procedures</b>
	<b>Set-up/Prep:</b> Every student will have a handful of Base 10 manipulatives and a place value graphic organizer on their desk. The overhead projector will be turned on with the transparent manipulatives to the side.
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> I will review the concepts of regrouping that the students have been working with all week. I will get their minds thinking by solving two example problems on the board. ( <b>64+25</b> → (89)) ( <b>48+26</b> →(74)) The students will simply have to tell me what to write down, but they will all be able to see the correct order of the steps and the right way to organize the different numbers.
4-5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• We will complete another example together but this time they will watch my actions for today's lesson on the projector rather than on the board.</li> <li>• I will use the same two example problems from the board, but this time I will explain that we get to use Base 10 blocks to show our thinking.</li> <li>• Since we have manipulatives for this lesson, I will use this time to review with the students how we can use the blocks as a hint for if we have to regroup or not.</li> <li>• After solving each problem, we will double check our work by referring back to the answer on the board since we already solved these problems with a different method.</li> </ul>
15-18	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• The students and I will complete the following problems together using only the Base 10 Blocks and their graphic organizer sheet:             <ul style="list-style-type: none"> <li>○ <b>24+31</b> (55), <b>37+26</b> (63), <b>29+14</b> (43), <b>42+17</b> (59), <b>15+27</b> (42)</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• The students will continue practicing this method, but this time they will have the added step of writing the problem on their white boards first and then using the manipulative to solve. I will count down from three, have them all hold their white boards to do a quick check and then they can erase to get ready for the next problem.             <ul style="list-style-type: none"> <li>○ <b>23+48</b> (71), <b>37+11</b> (48), <b>28+26</b> (54)...If more practice is needed: <b>36+29</b> (65)</li> </ul> </li> <li>• Finally, students will put their manipulatives at the top of their desk. I will write three problems on the board and they will use only their whiteboards to solve these problems. If a student really struggles with a problem, they may reach up and use the manipulatives once more. I will be walking around the room during this time, and they must call me over once they have solved all three so I can check their work.             <ul style="list-style-type: none"> <li>○ <b>23+35</b> (58), <b>19+27</b> (46), <b>64+18</b> (82)</li> </ul> </li> </ul> <p style="color: red;">In my own classroom, I would turn this into a two-day lesson. Rather than using the desk camera on the first day (as I did on the previous lesson), I would bring the projector out both days. This way I would not have to get rid of the scaffolded approach on the first day, and the second day would be a chance for students to come up one at a time and do my job at the projector.</p>
2	<p><b>Review (wrap up and transition to next activity):</b>          How do the Base 10 blocks help us with regrouping?          Do they make it easier to see when we need to regroup?          Was it easier to solve these regrouping problems after practicing with the blocks?</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>I will be able to check students' understanding once when they are holding up their whiteboards during the second explore activity (manipulatives and whiteboards) and again, when I am walking around checking their answers on the final three problems.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>By the start of next week, students will take another addition math facts assessment, which will then be added to their personal data folder for tracking.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>One of my favorite parts about this lesson was the high level of student interest from the very beginning. The second graders loved the overhead projector. Although it is an older piece of equipment, it was new to them, and it captured their attention before I even started teaching. They especially loved the teacher's set of manipulatives since they were pretty shades of transparent blue and green. I also liked that students seemed to catch on to the lesson quickly. It was mostly extended practice of the math skills they had been working on all week, and it was done in a similar fashion as Mrs. Lang had been using all week, just with a little twist by incorporating the projector instead of the desk camera and the usual changes that come with my teaching style.</p> <p>The students learned how to use solve two-digit addition problems using the regrouping method through a scaffolded approach. Again, they had been working with this skill set for the three days prior to my lesson, so a lot of this was review and additional practice. One difference that may have helped improve learning was they actually got to work with manipulatives and sort them out on a graphic organizer sheet rather than seeing pictures of "manipulative" blocks in their workbooks they follow along with. Furthermore, I used scaffolding to help students reach the point where they could solve the problems I wrote with little help from me or the manipulatives. Due to time restraints, I had to adapt the end of my lesson and skip over a few example problems, but I felt that the students were at a proficient level of understanding, allowing me to move ahead a little faster. After completing several problems together with the manipulatives, students then had to write the problem with me as we continued using manipulatives to solve. During the final step, I asked students to move their blocks to the corner of their desk and only use them if they really got stuck. By the end of the lesson, I wrote the last problem on the board and was able to walk around while students solved it. I did see a few students reach for their manipulatives, but almost every student still found the answer by the time we needed to transition.</p> <p>There are two changes I would make to this lesson. The first one I realized in the middle of my lesson, and it made me a little nervous. I was suddenly aware that I am not as comfortable and aware of all the math lingo involved in just this one skill set. Although I had observed Mrs. Lang teach similar lessons all week, she came to give me two quick reminders in my lesson to ensure the students were taking all the proper steps. They were minor steps that most likely did not drastically alter students' understanding, but it threw my confidence off a little, and I felt bad for not teaching the first few example problems holistically. The second change I would make did not occur to me until completing this reflection. Looking back at how fascinating the students found the projector and transparent manipulatives, I would probably make this a two day lesson in my own classroom. Personally, I would use the desk camera one less day and bring out the projector again.</p> <p style="color: red;">**Careful reflection is important after any lesson to ensure successes and weaknesses are identified to improve and make the next lesson more successful than the last. Red text indicates modifications I would make if I were to teach this lesson again.</p>	