

Lesson Plan Template

Date: 10.7.21

Grade: 2 nd Grade	Subject: Math
Materials: PowerPoint, math manipulative's, blank sheets of paper, pencils.	Technology Needed: PowerPoint
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <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) 1.OA.1 Use strategies to add and subtract within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Differentiation Below Proficiency: For the learners who need a little extra help the teacher will go to their desk and walk them through what they need. Above Proficiency: For the learners that need to push themselves a little more will have extra questions at the bottom of the slides. They can solve them on the paper that they were given. Approaching/Emerging Proficiency: The approaching learners will be in the 3-4 answer range. The teacher will be walking around to see what they need and where they are at. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The PowerPoint • Auditory: The teacher will say everything out loud for directions. • Kinesthetic: The learners will have manipulative's that they will use. • Tactile: The learners will also be writing down their answers for their math problems.
Objective(s) By the end of the lesson the learners will have deepen their understanding of addition by using manipulative's and a worksheet. Bloom's Taxonomy Cognitive Level: Understanding	
Classroom Management- (grouping(s), movement/transitions, etc.) The classroom management that I will be using during the lesson is Champs. C-conversation, H-help, A-activity, M-movement, P-participation = S-success. C-voice level 0-1, H-raise hand and wait patiently, A-participate in the activity, m-actively move with the prompted words, S-success for the activity.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to raise their hands when they have something to say. They will keep their voices below a 2 when they are expected to talk with one another. They will not be walking around the room unless they need something. They will pay attention to the teacher.
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> • The teacher will have the powerpoint up on the board with all of the manipulative's up at the front of the room. The teacher will also have paper at the front of the room, they are just blank sheets of white paper.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • The teacher will start with a warm up question that will engage the learners by saying that they have a problem. • “Now learners before we begin I have a problem, and I need your help. I have a squirrel and bunny problem.” • The teacher will move to the next slide that has three pictures of squirrels and two bunnies on it but they will come one at a time by a fade. • “First off I saw this squirrel a few weeks ago and named him John. John is super friendly and he really likes to eat corn. Then a few days later I saw this squirrel whose name is Carl and he does not really like corn. But I also saw this squirrel, Lilly, sometimes eats corn and sometimes does not.” • As the teacher goes through the names the pictures will appear on the slides.

Lesson Plan Template

Date: 10.7.21

	<ul style="list-style-type: none">• “Then learners, I saw these two bunnies playing in my yard and they really like to eat lettuce. Can you help me figure out how many animals live in my yard?”• The teacher will have all the pictures up on the board for the students to see and count. The teacher will give the learners time to think and then they will take answers by learners who have raised their hands.• When a learner has responded the teacher will ask how they got that answer.• “Thank you learner, now how did you come up with that answer? How many squirrels are in my yard? How many bunnies are in my yard? How many of you added up the pictures? How many of you counted the squirrels and the bunnies and added them together?”
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none">• The teacher will then move to the next slide which will be titled “Adding”.• “Learners, you helped me solve my problem by adding the squirrels with the bunnies, and that is what we will be working on today. You have been reviewing the addition of single digits. Can anyone tell me what a single digit is?”• The teacher will call on raised hands.• “That is correct, a single digit is a number that is in the “one’s” place, a number between 0-9.”
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">• After this the teacher will move to the next slide which has the words “Adding activity” on it.• “Now that you have helped me solve my problem, we are going to solve a few more problems, but hands on.”• The teacher will describe the activity before they pass out the manipulative’s.• “Now I am going to pass out 20 ____ to each person. I am going to ask that you do not touch them until I ask you to. I will be putting a math question on the board and together we will take the ____ in front of you and find the answer.”• The teacher will then go to the next slide which has a math problem on it.• $4+6=10$• “Now learners we will start with the first number, what is it?”• The students will raise their hands to give the answer.• “Perfect, it is a four, so we will count out four of the ____ and set them aside. Now what is the second number?”• The teacher again will call on the learners that have their hands raised.• “Yup, it is a six. Now we will count out six of the ____ blank and set them aside again. Now I am going to ask you to count all of the ____ that you set aside.”• At this point the teacher should be walking around the room to see if the learners are doing what they are asking.• “Now learners with hands raised, who can tell me how many we set aside?”• The teacher will call on the learners and then the teacher will walk up to the board and hit the next button and the answer will pop up.• “That is correct learners, the answer is ten. We found that out because we picked out four ____ and then six and counted them all.”• The teacher will do this 5 more times.• “Now learners I will be passing out a blank sheet of paper. The first thing that you should do is write your name on the piece of paper. Then I will show a slide that has a math question on it. I would like you to write the question on your paper and solve it. The first question I will show you how to write it and we will solve it together. So now please get out your pencils and I will pass it out.”• The teacher will pass the papers out as the students pull out their pencils.• The teacher will then draw a rectangle on the board and will write their name on the corner of the rectangle. Then the teacher will go to the next slide of the powerpoint which has the question $8+3$ on it. The teacher will write it on the board and will ask the students to write it on their paper.• “Now learners we will be using our sheets of paper for more questions so please make sure that you leave space for other questions. Make sure you have written the question on your paper. I am going to solve this by drawing dots.”• The teacher will draw the corresponding dots below the numbers while they count out the number for the learners to hear.• “Now I am going to draw eight dots and three dots on the other side of the equal side. Now I am going to count them up and write that number above the dots. And I have gotten eleven as my answer.”• The teacher can walk around to see if the learners are following along. If the learners need the teacher to do another one the teacher will if not they will move on.• “Now learners I will go to the next slide that will have four different problems on it. I would like you to write them on your paper and try to solve them by yourself. Then I will give you time to turn and share your answers with

Lesson Plan Template

Date: 10.7.21

	<p>other learners beside you to see if you got the same answer. Try to solve all of them, but if you don't, that is alright, I am just asking you to try.”</p> <ul style="list-style-type: none">• The teacher will move to the next slide and walk around the room as the learners solve the problems. After most students are done the teacher will let them turn and talk.• “Okay learners I am going to ask you to turn and talk to your neighbor and share your answer. If you are not done, it is okay, share what you have.”• The learners will then turn and talk to their neighbors about their answers as the teacher walks around the classroom. After all of the learners have finished the teacher will bring their attention back to the front of the room to share their answers.• “What did your groups find to be the answer?”• The teacher will call on a few learners till they get the answer that they are looking for. If there is time the teacher will do this for a few more slides. It depends on how fast the learners went through their answers.• If there is also time the teacher can call up a learner to show how they got their answer.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• To wrap up the lesson the teacher will ask them to put their papers in their mailboxes, and pencils away.• “Now learners I would like you to put your pencils away and wait to be called. When your side is called I would like to ask that you go put your sheets of paper away in your mailboxes and then go back to your seat. We will be moving on to the next subject.”• The teacher will then let one side of the room go and once most of the learners are back then the teacher will then let the rest of the learners go and put their sheets away. The teacher will then close up the powerpoint and move on to the next slide.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?) <p>The teacher will walk around the room and watch the learners as the are writing down their answers. The sheets that the learners do will be the formative assessment.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>At the end of the Unit the teacher will give them a test.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	