

Lesson Plan Template

Date: 02/08/18

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| Grade: 2 nd | Subject: Math with Art and Technology Integrated |
| Material: Book, Pennies, Jar, Crafts | Technology Needed: https://www.storyjumper.com/book/index/51282236/5a9e288606d35 |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) | Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: |
| Standard(s): <u>Math</u> 2.OA.1 Use strategies to add and subtract 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. 2.OA.2 Use mental strategies to fluently add and subtract within 20. | Differentiation Below Proficiency: If students are not understanding how to count the pennies in the jar, we will go back into the book and break down the concept of how to do the activity step by step Above Proficiency: Add more pennies to the jar and discuss with students how this amount differs from what Alexander had. Have students write down on a piece of paper all the different ways we can add and subtract pennies (by 2s, 4s, 6s, etc.). Have them quietly and independently try counting all these different ways on a piece of scratch paper. Approaching/Emerging Proficiency: - Modalities/Learning Preferences: Auditory, Visual |
| Objective(s) By the end of the lesson, students will be able to demonstrate how to add and subtract 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 position. Students will demonstrate using mental strategies to fluently add and subtract within 20 Students will demonstrate how to use technology appropriately by creating their own problem-solving math stories online. | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be active listeners as the story is being read to them Students will be expected to work cooperatively in a large group activity and take turns Students will be expected to work quietly and independently while creating their own stories. They will also be expected to respect others around them and their stories. |
| Bloom's Taxonomy Cognitive Level: | |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will begin the lesson participating in 2 whole group activities (the book and the counting activity). Students will then be expected to appropriately transition into independent work when both drawing and creating their own stories | |
| Minutes | Procedures |
| 5 | Set-up/Prep: |
| 5 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Begin the lesson by asking student open-ended questions such as “how many ways you think you could count to 100?” “What would be some different reasons as to why we would count. etc.). Next, excite students by telling them today will be learning math through in a fun a new way. |
| 15 | Explain: (concepts, procedures, vocabulary, etc.) Read the book “Alexander, Who Used to Be Rich Last Sunday” to the students. Then explain to the students that today they will be counting 100 pennies as a group and that each student will get the opportunity to add or take away pennies from the jar depending on the book (ex. Alexander spent 5 cents, “how many pennies need to be removed from the jar?” “how many cents does Alexander have left?” “can we count to 100 by 5? Let’s try it!” After discussion one student will come remove the 5 pennies from the jar) Talk to students about how Alexander spent his dollar little by little, which is why his dollar (or 100 pennies) disappeared little by little. Have students come up and take away the correct number of pennies that represent the number Alexander has left each time he spends a little more of his dollar he was going to save. Once the group activity is over, tell students that they will be creating their own stories. Stories can be on whatever they wish but must include some sort of counting. |
| | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Let students begin creating their books. Monitor their drawings to ensure they are drawing pictures that correlate with counting. Give students 15 minutes to create pictures for their stories. Stories must include a minimum of 3 pages (3 pictures) and a |

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| | <p>maximum of 5 pages (5 pictures). Upload pictures as students are finishing so that all pictures are uploaded by the time students are finished. Once the 15 minutes are over from drawing pictures, have students grab their tablets and give an additional 10 minutes to type their stories. (Students should only need 10 minutes as their drawn pictures should have been based off of the idea for their story.)</p> <p>https://www.storyjumper.com/book/index/51282236/5a9e288606d35</p> <p>(you will not need to explain to students how to use storyjumper as they will have knowledge of it from previous assignments)</p> |
| | <p>Review (wrap up and transition to next activity): Have students put their tablets away. Students will present their stories to the class the next day. If students were unable to finish their stories, they will have to do it at homework (tablets will be taken home for the evening, as done before in previous lessons).</p> |
| <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?) Assess students whole group activity, intervening if it seems that students are not understanding Assess students drawings as they are being created to make sure they are relevant to the subject (math) and area content (counting) being focused upon. | <p>Summative Assessment (linked back to objectives, END of learning) Students will present their stories in front of the class</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Narrow down the story book to just counting money so they are not overwhelmed Set out story books for parents to see and give them the option to order it during parent teachers conferences Break down the counting activity Lots of different subjects Give set directions on what should be included in stories (2 characters, etc.)</p> | |