

# Lesson Plan Template

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| <b>Grade:</b> 2 grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Subject:</b> Math                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Materials:</b> base ten blocks<br>- Magnet trays<br>- Math sheets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Technology Needed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction<br><input type="checkbox"/> <b>Guided practice</b><br><input type="checkbox"/> Socratic Seminar<br><input type="checkbox"/> Learning Centers<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br><input type="checkbox"/> Visuals/Graphic organizers<br><input type="checkbox"/> PBL<br><input type="checkbox"/> Discussion/Debate<br><input type="checkbox"/> <b>Modeling</b>                                                                                                                                                                         | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> <b>Large group activity</b><br><input type="checkbox"/> <b>Independent activity</b><br><input type="checkbox"/> Pairing/collaboration<br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain: <input type="checkbox"/> <b>Hands-on</b><br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Imitation/Repeat/Mimic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Standard</b><br>2.OA.1<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Universal Design for Learning</b><br><b>Below Proficiency:</b> students will compare double or even single digit number until they are proficient in to compare triple digits. Student will work at back table with teacher for extra support after lessons<br><br><b>Above Proficiency:</b> student will compare digits that included the thousands place value. They will be introduced to the thousands base ten block. Once lesson is complete student will have the chance to use their manipulatives independently to help solve math problems<br><br><b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> students will have manipulatives to see and move the numbers will also be written often for them</li> <li>• <b>Auditory:</b> student will be able to listen to instructions and we will discuss the process as a a class</li> <li>• <b>Kinesthetic:</b></li> <li>• <b>Tactile:</b> My friends while be able to touch and move base ten blocks to better understand the concept</li> </ul> |
| <b>Objective</b><br><br>Students will compare three digits numbers by using base ten manipulative to solve and compare two different three number digits showing and understanding which number is bigger by the end of the lesson<br><br><b>Bloom's Taxonomy Cognitive Level:</b> understanding, applying, creating                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- If you can hear me put your hands on your</li> <li>- Stop, take a moment and think about your choices. Are we making good choice. If we are not how can you fix and please do better.</li> <li>- Student will be expected to keep their voice off when others are talking</li> <li>- They are expected to raise their hand if they have a question</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Class will start in large group on carpet</li> <li>- Student will sit on the outside of the carpet holding their base ten block trays             <ul style="list-style-type: none"> <li>o For base ten student will only touch manipulatives when they are instructed</li> <li>o All manipulatives will stay on the tray</li> <li>o If students can not be responsibility they will not have the chance to use the manipulative system and will have to do the activity with paper and pencil</li> </ul> </li> <li>- Student will return to desk and wait for instruction for what numbers they need to complete</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Procedures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Set-up/Prep before lesson:</b> <ul style="list-style-type: none"> <li>- Magnet trays and base ten block will be ready for the students</li> <li>- Math will be pulled up on the screen so student can follow along</li> <li>- Math pages will be pulled out and the number they will do will already be picked</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b><br>“Boys and girls if my friend Tina hand 10 pizzas and my friend Garry had 20 pizzas who would have more?”<br>“How do you know that?”<br>“How do you know what number is bigger?”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Explain: (teacher-led)</b><br>“My friends please find your way to the carpet. Today we are going to find a seat on the out side of the carpet. Please, remember to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>to make room for your friends. Today we will be comparing number. Boys and girls we will be comparing numbers? Who knows what that meanings? How can we know what number is bigger? We are going to use base ten blocks to help use tell which number is bigger. I am going to pass out a tray with magnet base blocks. When you get them should you take off the magnets? Boys and girls we do not touch or move the magnets until I ask you. I need all of my friends to have their very best listening ears. We have looked at numbers using the bases block before but now we are going to compare two different numbers.”</p> <ul style="list-style-type: none"> <li>- I will use my student previous knowledge of base ten block and place values to grow their understand of place values and number value</li> <li>- We will use the magnets trays to complete the practice problems on math together</li> <li>- We will go through each one</li> </ul> <p>“Friends her is the first one, please use your base ten blocks to show me the number _____. When you have it please give me a thumbs up.</p> <ul style="list-style-type: none"> <li>- I will right the number up on the board see my kids can also see the number</li> <li>- By sitting with them at the circle I will be able see if my student are showing the correct number with their base ten blocks</li> <li>- When I see all my friends have their number up I will hold my tray up so they may see and If they need to fix theirs they will have the chance to do so</li> </ul> <p>“Friends if your tray does not look like mine please change it now to look like mine”</p> <p>“Next my friends please put up the number this number”</p> <ul style="list-style-type: none"> <li>- Student will reap eat the same previous steps of creating their numbers and giving me a thumbs up when they are ready</li> <li>- When they have both numbers Dow we will move on to comparing the two numbers</li> </ul> <p>“Friends, look at the two different numbers. How are they different? How many hundreds does it have ? How many tens does it have? How many ones does it have? Which number _____ or _____ is bigger ? How do you know ?</p> <ul style="list-style-type: none"> <li>- We will continue going over the practice problems using the base ten blocks</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <ul style="list-style-type: none"> <li>- Once student complete the practice problems with me using base ten blocks they will go to their desk</li> </ul> <p>“I am looking for friends who are sitting quietly ready to learn. When I call your name you will quietly grab your math paper and bring your magnet try to your desk. Your job is to put your name on your paper and when your done put your finger in the air.”</p> <ul style="list-style-type: none"> <li>- As a class we will go over which math problems student will solve on their own independently</li> </ul> <p>“My friends you may start on your math problems. You can use your base ten block to solves your problems if you needs help. When you are done completing you problems you may put your papers in the turn in tray.”</p> <ul style="list-style-type: none"> <li>- Student may begin working on their homework independently</li> <li>- I will ask my student who are below to meet me at the jelly bean table so we can work together</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Closure (wrap up and transition to next activity):</b></p> <p>Students if you can here me put your hands on your head<br/>I have two numbers 257 and 532 think in your brain what number is bigger the first number or the second<br/>When you have your answer give me a one for the first number and a two for the second number</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (document of student learning, data collection)</li> <li>• I will observe my students while we are working together in whole group monitoring which students are getting the concept and which students are struggling</li> </ul>                                                                                                                                                                                                                                                           | <p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <p>For the final assessment I will use my student practice problems to assess their learning of the concept</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I really enjoyed this lesson. It was a great way for kids to understand the concept by using the manipulatives. It also was different from what they normally do and it gave them something fun to keep them engaged. Using the mange to base ten allowed them to understand how we compare two number. What I would change is give more instruction, while on the carpet. Some of my learners got lost as we were doing problems. I think this would help as we got more comfortable with the base ten pieces.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

