

Lesson Plan Template

Date: 18 February 2019

Grade: 2 nd	Subject: Mathematics
Materials: Ways to make 100 Sheet, Close to 100 recording sheets, close to 100 cards, 100 cubes	Technology Needed: projector/active board
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <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 type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 2.OA.2 Use mental strategies to fluently add and subtract within 20. 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.	Differentiation Below Proficiency: I will be able to observe that a student is below proficiency if he/she is struggling to add their numbers together to make 100. I will be able to observe that they find this challenging and are asking their partner or the teacher for guidance. Above Proficiency: I will be able to observe that a student is above proficiency if he/she is succeeding to add each their numbers together to make 100. I will be able to observe that they find this to come naturally and are guiding their partner or other classmates to find their correct answers. Approaching/Emerging Proficiency: I will be able to observe that a student is approaching proficiency if he/she is having a slight challenge to add their numbers together to make 100. I will be able to observe that they find this slightly challenging and are asking their partner or the teacher for guidance at times. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For students who are visual learners, this will be an ideal lesson. There will be a visual 100s chart, along with visual cards and a recording sheet for them to refer to when needed. • Auditory: For students who are auditory learners, I will be discussing various parts of the lesson and making sure to explain it for them. I will also be walking around the room throughout the activity to help each student. I will be available to explain or walk students through the game if needed. • Kinesthetic: For students who are kinesthetic learners, they will have the option to choose from various kinds of flexible seating. If they need to be moving throughout the lesson, they are encouraged to sit on an exercise ball, or will have the opportunity to move around the classroom if needed. • Tactile: For students who are tactile learners, they will be able to learn easily within this lesson. They will be participating in a hands-on activity, but will have the option for various arrangements if needed.
Objective(s) By the end of this lesson, students will be able to add and subtract using problems to get to 100. Bloom's Taxonomy Cognitive Level: Apply and Understand	

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be in their seat spots at the beginning of the lesson to go through the expectations and the instructions of the lesson. The students will be grouped into pairs using the sticks for the activities after the beginning lesson. Following the first portion of the lesson, students will be asked to quietly grab a close to 100 game and go to a spot within the classroom to play the game. The students will transition when I call their names to be partners</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will be expected to participate in the making of the 100s chart. They will be expected to be listening to the information about the race to 100s game when I present the information. If the students are talking while I am trying to explain information, I will pause and wait for them or ask them to give me a cougar paw. The students will be expected to be at a voice level 2 throughout the duration of the activity.</p>	
Minutes	Procedures		
5	<p>Set-up/Prep: Organize Close to 100 game materials, project (or write) combinations that make 10 and 100 sheet on the board.</p>		
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will begin the lesson by asking the class if they are able to tell me what numbers can add together to make 100. I will assess their prior knowledge and learning by leading them in a discussion about what numbers and facts can go together to reach 100.</p>		
25-30	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>We will begin by discussing how we get to 100. We will compare adding numbers to make 10 with numbers to make 100. We will fill out the combinations that make 10 and 100 sheet to become familiar with what various combinations make 100. I will be showing them how the numbers add together to make 100. I will give the students 10 cubes, explaining that one cube is equal to 10. I will put 3 cubes together and ask them how much that equals. Then I will give put 10 cubes together and ask the students how much this many cubes will equal. The students will then use their cubes to show me that they understand how numbers add together to make 100. The students will give me various equations to write into our sheet to compare adding various numbers.</p> <p>Once I can see that the students understand the basis of adding to get to 100, I will begin introducing the Close to 100 game. I will display the game presentation either on the active board or by putting cards and a recording sheet on the board for the students to see. I will explain to the students that this game is a partner game. I will then explain to the students how to play the game.</p> <p>Game explanation:</p> <ol style="list-style-type: none"> 1. First, you deal out 6 cards for you and your partner to use. 2. You then use these cards to make 2-digit numbers. You can only use a card once. (At this time I will have one of my students be my partner and we will both pick out one number, placing them next to each other to make a 2-digit number.) 3. I will explain to the students that the goal of the game is to make the two 2-digit numbers add to equal 100. 4. Then, you will select two more numbers to create a 2-digit number that when added with the first one, is equal to 100. 5. You will then record this equation on your Close to 100 record sheet, only if you get it to equal 100 or more. 6. For the following rounds, you discard the numbers you have used and pick up 4 new numbers, creating more equations and going through the same process. 7. I will explain that if you cannot make 100 with your numbers, you should see how close you can get to 100 with the numbers. 8. While you are playing this game, your score is the difference between your number and 100. (ex. Your number is 109, your score would be 9.) 9. Your goal is to get the lowest score. 		
30	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will play this game for a half hour.</p>		
5	<p>Review (wrap up and transition to next activity):</p>		

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	To wrap up this activity, I will ask the students what kind of numbers add together to equal 100. I will ask the students what kinds of equations they made and what their scores were.
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">Progress monitoring throughout lesson (how can you document your student's learning?) Throughout the duration of the lesson, I will be walking around the classroom observing the games that are being played. I will be assessing the students by how they are adding their numbers together and by whether or not they are able to recognize and understand numbers that equal 100 or are close to 100.	Summative Assessment (linked back to objectives, END of learning) <p>Miss Heidt will give the students a summative assessment on adding to get to 100.</p>
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <p>This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.</p> <p>This lesson went well, but there was some confusion at the beginning. This lesson was all about how you can add and subtract to make 100. I discussed with the student's various ways to add and subtract to make 100 and the students played the game "Close to 100", which completed the concepts of adding and subtracting to make 100. I was able to have success in introducing the concepts and the ideas of the lesson to the students. The students were interested in coming up with multiple ways to make 100 by using addition and subtraction.</p> <p>The students were previously taught a different way to play Close to 100. They were upset about the new way and asked if they could continue to play the game the way that they had been used to playing it. I allowed the students to do this. This caused some confusion on my end because I was confused about when the game was being played correctly and when the students were trying to make up various new rules to make the game easier on themselves. Even though there was this bump in the lesson, I think that the lesson went well for the most part.</p> <p>During the activity, the pairs that the students were in were not the best options for some students, resulting in some groups writing down answers without actually playing the game. This was a challenge that I had to face, as I then had to instruct the students on how to be properly playing the game. I would help the students set up the game and then make a lap to check on the other groups, and the same students were back to doing the same things. Reflecting on this lesson, I know that for the next time I will present the one set of rules for the game and only allow those to be the rules, eliminating the confusion. I will also be more cautious about choosing partners for the game, eliminating the temptation to cheat the game.</p>	