

Tens and Ones

Grade: 2 nd Grade		Subject: Math	
Materials: tens and ones worksheet, BTCC cards, scissors, cubes		Technology Needed: Smart Board	
Instructional Strategies: <ul style="list-style-type: none"> <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) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <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 	
Standard(s) 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: Allow cubes or base 10 blocks for problems Above Proficiency: Along with emerging proficiency, trying 3-step word problems Approaching/Emerging Proficiency: Focus on strategies to solve one and two-step word problems and adding/subtracting fluently within 100. Modalities/Learning Preferences: Physical, verbal, visual	
Objective(s) By the end of the lesson, the student will demonstrate one and two-step word problems and implement mental strategies to fluently add and subtract within 20. Bloom's Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will be in whole group, at the carpet with no materials. -For partner work, they will spread out where they would like to work.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Whole group: crisscross on carpet space. -Partner work: Give feedback, be kind, do your part. Pencils and scissors are tools not toys.	
Minutes	Procedures		
	Set-up/Prep: Set up the <i>Quick Images: Ten Frames</i> and white board ready to write on.		

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5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>-Display the Quick Images chart and allow think time for students. Ask them how many dots there were and the strategies they used to determine that. Can show with the 6-dot, 9-dot 7-dot and 8-dot images as well for extra practice.</p>
20 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>-<u>Pocket day</u>: Ask the students how many kids there are in class today. Instead of having them count 1-by-1, ask for different strategies (we did tally marks already so ask for a different idea).</p> <p style="padding-left: 40px;">-Ask if they think there are more, less, or same number of pockets as last time and have them explain why they think that.</p> <p>-After counting the students, have the students come up with ideas as to how we should count our pockets (e.g., taking cubes and putting them in a bag, counting in groups). Have them put their cubes in a bag and compare the bag from last week to today's. Call their names and ask how many pockets they have and write it on the board.</p> <p style="padding-left: 40px;">-To add the numbers, we are going to look for combinations of 10 first. When there are no more, have the students combine the other numbers to keep adding.</p> <p style="padding-left: 40px;">- Now add the 10s and whatever is left over. $10+10=20$, cross out two tens, $10+20=30$, so on. Have the students put the cubes into towers of 10 and what is left over and count them that way to double check. Have them discuss if there are fewer, more or the same as last time.</p> <p style="padding-left: 40px;">- Have students split up the groups of 10 with different exercises for a movement break. (e.g., 1 group of 10= 10 jumping jacks)</p>
25 minutes	<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>-Math workshop problems from pages 61-64 about tens and ones. Go through one example with them and then have them partner up to do the rest of the problems. (if they do not finish right now that is okay). Allow 10-15 minutes for this.</p> <p style="padding-left: 40px;">- Bring students back and discuss the worksheet, what was hard, what strategies they used, etc.</p> <p>-After discussing, they will get the "Beat the Calculator Cards". Have students find a different partner and get to work. One student will be figuring out the problem on a calculator while the other one uses mental math to see who can win.</p>
5 minutes	<p>Review (wrap up and transition to next activity):</p> <p>-Have students clean up and come back to the carpet.</p> <p>-Talk about the beat the calculator activity. Ask who won, was it difficult, what strategies did you use, grouping?</p>

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	<p>-Ask reflective questions such as, why it is easier to count using grouping strategies rather than 1-by-1. Encourage them to try the pocket activity at home.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>-I will assess how students are working in pairs and talking through the problems.</p> <p>Consideration for Back-up Plan: Practice for math hall of fame or play “collect 25 cents”</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>-Students will show their work on the tens and ones sheet so I can see their understanding on how to solve one and two step word problems</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	