

# Lesson Plan Template

Date: \_\_\_\_\_

<p><b>Grade: 2nd</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Fiddle stick game</li> <li>- Math Fables</li> <li>- PowerPoint math problems</li> <li>- Paper easel</li> <li>- White boards</li> </ul>	<p><b>Subject: Math</b></p> <p><b>Technology Needed:</b></p> <ul style="list-style-type: none"> <li>- Computer</li> <li>- Projector</li> </ul>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input checked="" type="checkbox"/> <b>Guided practice</b>  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b>  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <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 checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input checked="" type="checkbox"/> <b>Pairing/collaboration</b>  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                      Explain:                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input checked="" type="checkbox"/> <b>Technology integration</b>  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b>                  2.OA.2 Use mental strategies to fluently add and subtract within 20.</p> <p>RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> The student will find it difficult to solve problems and read addition equations fluently by adding within 20 by playing the fiddle stick game. Assist the student by providing more simple problems within the game.</p> <p><b>Above Proficiency:</b> The student is board with the fiddle stick game and finds it very easy to solve problems and read fluently. Provide and explain a multiplication fiddle stick game.</p> <p><b>Approaching/Emerging Proficiency:</b> The student will find</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Visual: interactive math problems</li> <li>• Auditory: Math Fables</li> <li>• Kinesthetic: Fiddle stick game</li> <li>• Tactile: Fiddle stick game</li> </ul>				
<p><b>Objective(s)</b>                  By the end of the lesson students will solve problems and read addition equations fluently by adding within 20 by playing fiddle stick game.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> application, knowledge</p>	<p><b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> <li>- Be ready to learn</li> <li>- Follow directions</li> <li>- Hands, feet, objects to self</li> <li>- Clean and organized</li> <li>- Stay on task</li> </ul>				
<p><b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> <li>- Pulling sticks to pair students</li> <li>- 1,2,3 eyes on me</li> </ul>	<p><b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> <li>- Pulling sticks to pair students</li> <li>- 1,2,3 eyes on me</li> </ul>				
<b>Minutes</b>	<b>Procedures</b>				
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Math Fables</li> <li>- Fiddle Stick game</li> <li>- Interactive math PowerPoint</li> <li>- Paper easel</li> </ul>				
	<p><b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> <li>- Students will meet me on the carpet sitting criss cross applesauce. Students today we are going to learn about addition. So, we are going to read this book “Math Fables” by Greg Tang to learn a little more about that. Metacognition strategy: Repairing understanding when meaning breaks down.</li> <li>- <b>Vocab:</b> <ul style="list-style-type: none"> <li>○ Addition facts – shows two more numbers added together <math>2 + 5 = 7</math></li> <li>○ word problems – a math problem expressed in words</li> <li>○ rhyming – words that sound similar like cake and bake</li> <li>○ rhythm – repeated and strong pattern of movement or sound</li> </ul> </li> <li>- Read the story “Math Fables”                     <ul style="list-style-type: none"> <li>○ Did anyone notice how in this story there is a steady rhythm to it? – continue this on every other page</li> </ul> </li> </ul>				

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	<ul style="list-style-type: none"> <li>○ What are the two numbers on this page that they are adding together? What is the answer? – continue this on every other page</li> <li>- Way to be good listeners during the story learners.             <ul style="list-style-type: none"> <li>○ What were some numbers that they added together in the story?                 <ul style="list-style-type: none"> <li>▪ Do some on the paper easel.</li> </ul> </li> <li>○ Did anyone notice the steady rhythm throughout the story?                 <ul style="list-style-type: none"> <li>▪ Allow time for students to answer and then demonstrate.</li> </ul> </li> </ul> </li> <li>- Learners I need you all to go back to your desks quietly and quickly.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- 1,2,3 eyes on me. Learners we are going to work together to solve some equations.</li> <li>- Students will help answer the equations throughout the PowerPoint using their whiteboards.</li> <li>- Students get out your whiteboards.</li> <li>- First, I need to write the equation that I read to you on the board. Second, I need you to show how you got your answer. Then when you are done answering I need you to hold your whiteboards up in the air for me to see. Okay?             <ul style="list-style-type: none"> <li>○ There are 6 frogs that went into the smog and 8 more came along to bog. How many frogs are in the smog?</li> <li>○ There are 10 dogs that went through fog and 9 more came to bog. How many dogs are in the fog?</li> <li>○ There are 7 grasshoppers that went to chopper some grass and 4 more hopped over to help. How many grasshoppers are there?</li> </ul> </li> <li>- Great job learners you just helped me solve all my problems.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- 1,2,3 eyes on me. Learners we are now going to play a game. This game is called Fiddle Stick. So, to play you must pull a stick out of the cup and on the stick is an equation. You must read the equation out loud, write the equation on your paper, and then answer the equation. If you get the answer wrong, you must put the stick back in the cup. If you get it right, then you keep the stick and you have a point. There is a stick in there that has black color on it (show the stick), if you pull this stick everyone must put all their sticks back into the cup and start over. Any questions?</li> <li>- I am going to put you into groups of four by pulling your stick name. When you have your group come up to me and I will hand you a cup with the sticks and your paper. You will need to grab a pencil to write with. You will then go with your group somewhere in the room to play the game. Any questions?             <ul style="list-style-type: none"> <li>○ Assign groups of four.</li> <li>○ Handout materials.</li> <li>○ Allow students time to play the game.</li> </ul> </li> <li>- 1,2,3 eyes on me. Wait until I say go, I need you to put the sticks back in the cup and grab your paper that you filled out and bring both up to me. After, you are done doing this I need you all to go sit at the carpet for a discussion. You need to do this quietly and quickly. What do we need to do? – students answer. Go!</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- 1,2,3 eyes on me. Great work today learners! We just did a bunch of addition equations didn't we? Do any of you remember how you found your answer? Let's see if we remember if I have <math>7 + 6</math> how can I show my work to solve this equation? Have a short discussion on the different strategies that were used throughout the lesson.</li> <li>- Transition to the next activity by telling students to return to their seat quietly and quickly.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)</li> <li>- Observing the students solving the equations throughout the entire lesson.</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>- Paper written from the Fiddle Stick game.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          Read Aloud Reflection: I felt like the students really were interested in the story. They really caught on to the word problems quickly throughout the story. In fact, the students found the word problems in the book very easy, and they picked up on it quick. I think picking a harder word problem read aloud book would have benefited this class a lot more. The students did a nice job at noticing the rhythm part in the read aloud. I learned that they are good at math and most of them love it.</p>	

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**What went well:** The students really enjoyed playing the fiddle stick game along with helping me complete my equations. The read aloud for this math lesson also went well. The students were very interested in the story, and they caught onto the word problems quickly. The students were overall excited for this lesson.

**Students learned:** Students learned the addition of math problems with 1-20 numbers. They also learn because of the read aloud about word problems and how to solve them. The students taught me that they are very good at math and the majority of them love it.

**Changes I would make:** The changes that I would make in this lesson is to make some harder problems. Some students caught on quickly and it got hard to keep all the students paying attention to me. I also think that I should have used some calming strategies between each section of the lesson because this is a very active class.