

**Daily Lesson Plan**  
**Christina Sauchak**

**Date:** Monday, March 21, 2016

**Objective for today's lesson:**

Students will solve multi-digit addition and subtraction problems by engaging in interactive math centers using multiple strategies and manipulatives.

Students will estimate and measure objects using inches and centimeters by engaging in interactive math centers using multiple approaches and manipulatives.

**Standards Addressed:**

CCSS.MATH.CONTENT.2.OA.A.1

Use addition and subtraction 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

CCSS.MATH.CONTENT.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

CCSS.MATH.CONTENT.2.MD.A.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

CCSS.MATH.CONTENT.2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

CCSS.MATH.CONTENT.2.MD.A.4

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Rationale:** Once a week, *Everyday Math* allows us a "Flex Day." This week, I am utilizing our Flex Day to review a couple of concepts from our previous unit, and practice a new skill from our current unit. After both formatively and summatively assessing my students on our previous unit, unit six, it is evident that partial sums are a difficult concept for them. However, it is essential they leave second grade with a solid understanding of place value and partial sums, as in third grade they are expected to begin applying these skills to find partial products. Therefore, one of the centers I have designed focuses on partial sums. We will also be revisiting a song I wrote for my students during unit six to reinforce the steps necessary to find partial and total sums.

Another tricky concept from our previous unit was taking information from story problems and accurately placing it into a number model or diagram. As a result, we will be revisiting this concept and utilizing story problem task cards along with interactive part, part, total diagrams I made with plastic plates.

In our current unit, unit seven, we are focusing on measurement. We have been discussing standard and nonstandard units of measurement. Specifically, students have been struggling with differentiating between inches and centimeters and recognizing that although inches are bigger than centimeters, the total number of inches in our measurements ends up being smaller than our total number of centimeters. Thus, I created a hands-on center using both units of measurement (and gummy worms) to reinforce this concept.

**Materials & supplies needed:**

- Learning target sign
- Pencils
- Easel
- EPSON document camera
- “Partial Sums Song”
- Plicker cards
- iPhone w/ Plicker app
- Laptop
- **Center 1:**
  - Partial sum eggs
  - Tortoise basket
  - Hare basket
  - Small dry erase boards (2)
  - Dry erase markers (2)
  - Dry erase erasers (2)
- **Center 2:**
  - Gummy worms (30)
  - Gummy Worm Stretch worksheets (30)
  - Tape measures (two sided--inches & centimeters)
  - Pencils
- **Center 3:**
  - Math notebooks
  - Pencils
  - Spring story problem task cards
  - Plastic part-part-total plates
  - Pom pons/counters
  - Spring measurement object cards
  - Spring measurement recording sheet
  - Tape measures (two sided--inches & centimeters)

**Procedures and approximate time allocated for each event**

**Introduction to the lesson: 5 minutes**

- Inform the students that today will be our Flex Day for math.
- Read today’s learning target to the students.
- We are going to review a couple of tricky concepts from unit six, along with some new concepts from unit seven.
- Before we learn about today’s activities, I would like to review partial sums.
- Write the problem  $342 + 271$  on the easel. Engage the students in dissecting the numbers into their place values.
  - $300 + 200 = 500$  (partial sum)
  - $40 + 70 = 110$  (partial sum)
  - $2 + 1 = 3$  (partial sum)
  - $500 + 110 + 3 = 613$  (total sum)
- Remind the students that they may use base-ten shorthand to help them, but that it is also necessary to write out their work for their partial and total sums.

**Outline of key events during the lesson: 10 minutes**

- Invite the students back to their seats. Inform them that their Plicker cards are on their desks, but that they are not to touch them yet.
- Display the “Partial Sums Song” on the document camera and lead the students in singing it.

**Academic, Social and/or Linguistic Support during each event**

- I will be wearing a microphone throughout my entire lesson. The increased volume of my voice will accommodate auditory learners or any students with hearing difficulties, and will help keep students’ attention on me.
- I have written a song to reinforce the concepts of partial and total sums. This accommodates auditory learners.
- I have created interactive and hands-on centers. These kinesthetic activities will keep my active students

- Encourage them to keep these steps in mind as they practice partial sums today.
- Inform the students that we will be doing a few Plicker review questions before beginning our centers. The students know the routine for this.
- Have the students transition back to the gathering place to receive directions for today's groups and centers.
- If the students do a nice job transitioning, engage them in the firework celebration—Pat, pat, clap clap, snap, snap, \*sizzle.\*
- Review expectations for working with manipulatives. Ask for student volunteers to share ideas.
- Give directions/demonstration for each center.
- Since yesterday was the First Day of Spring, all of today's centers have a spring theme!

**--CENTER 1:**

- You will be working with Mrs. Simon at the gathering place.
- You do not need to bring anything but yourself!
- See Partial Sums Race, Tortoise vs Hare document for details.
- Demonstrate the game.

**--CENTER 2:**

- You will be working with Ms. Sauchak at the back table.
- You will need to bring a pencil.
- You will be working with the standard units of inches and centimeters to measure some gummy worms.
- If you do an excellent job listening and building stamina, you will be allowed to eat your gummy worm after your rotation.
- Ms. Sauchak will give you more specific directions about your measurement task in your small groups.

**--CENTER 3:**

- You will be working with a partner, which I will select for you.
- You will need to find two open seats for you and your partner to work at.
- You will need a pencil and your math notebook.
- Your first task is to work through five story problems.
- Use the pom poms and part-part-total plates to help you solve the problems.
- Draw your diagram, number model, and solution in your math notebook.
- If you finish your story problems before your next rotation, you may work on a measurement activity.
- Show students the object measurement cards and recording log.
- You will need a double-sided tape measure to complete this activity.

- Display the rotation table on the interactive board.
- Each rotation will last for about fifteen minutes.
- Students will regroup at the gathering place in-between every rotation.

engaged.

- Instead of raising their hands, students will be asked to place their hands on their head, on their shoulders, etc. This will help eliminate students waving their hands, putting their hands in their mouths, and playing with their shoes. This will also accommodate my students who need to be moving constantly. I will also use these motions as total participation techniques at times, ensuring participation of all students.
- Students will be seated at their assigned places at the gathering place. This ensures students are seated next to those they can work cooperatively with.
- Heterogeneous groups have been designed based on a variety of factors—Academic ability, classroom behavior, which students work cooperatively together, etc.
- Two centers will be facilitated by a teacher. This will ensure cooperative learning and clarity of directions.
- There is a plan in place for students who finish their work earlier than others.
- Stamina Spray is utilized to assist students with sustaining independent tasks for an extended period of time.
- Quiet Critters are distributed to encourage

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| <p><b>HETERGEIOUS GROUPINGS:</b></p> <p><b>Butterflies:</b></p> <ol style="list-style-type: none"> <li>1.) Fred</li> <li>2.) Julian</li> <li>3.) Mia</li> <li>4.) Charlie</li> <li>5.) Ainsley</li> <li>6.) Ava</li> <li>7.) Eli</li> <li>8.) Nikolas</li> <li>9.) Alexis</li> </ol> <p><b>Tulips:</b></p> <ol style="list-style-type: none"> <li>1.) Andrew</li> <li>2.) Jacob</li> <li>3.) Hunter</li> <li>4.) Claudia</li> <li>5.) Grace</li> <li>6.) Tyler</li> <li>7.) Addison</li> <li>8.) Abigail</li> </ol> <p><b>Ladybugs:</b></p> <ol style="list-style-type: none"> <li>1.) Syler</li> <li>2.) Adeline</li> <li>3.) Lanette</li> <li>4.) Morgan</li> <li>5.) Chase</li> <li>6.) Dylan</li> <li>7.) Dione</li> <li>8.) Jordyn</li> </ol> <p><b>Closing summary for the lesson: 2 minutes</b></p> <ul style="list-style-type: none"> <li>• Ask the students to share something they learned today.</li> <li>• Thank the students for their hard work.</li> <li>• Engage the students in the roller coaster celebration. –click, click, click- WOO!</li> <li>• If there is time before media, have the students complete their exit Plicker questions. If time has expired, the students will complete these after media.</li> </ul> <p><b>Transition to next learning activity</b></p> <ul style="list-style-type: none"> <li>• Prepare students for the transition to media.</li> <li>• Line students up at the door and walk them across the hall to media.</li> </ul> | <p>a quiet and positive work environment.</p>   |
| <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• The assessment for today’s lesson is formative.</li> <li>• I will assess students’ Plicker results from before the review and after the review to guide future instruction.</li> </ul>  | <p><b>Academic, Social, and/or Linguistic Support during assessment</b></p> <ul style="list-style-type: none"> <li>• Students will be provided with oral instructions.</li> <li>• Students will be</li> </ul> |

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|  | <p>engaged with the Plicker technology.</p> <ul style="list-style-type: none"><li>• I will assess students before and after results and conference with individual students as necessary.</li></ul> |
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