LESSON PLAN:

Adding Ones to a Two-Digit Number to get to the next Ten

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* Content: Simple mental math, adding two-digit numbers to a one-digit number. Adding the next ten.
* Time: 10-15 minutes
* Common Core Objectives: **2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Also **2.NBT.B.8, 2.NBT.B.9**
* Objectives: Students can work cooperatively in groups. Students can solve math problems that involve adding one-digit numbers to a two-digit number. Students can participate in group discussions.
* Materials: Smart-Board, math mats (worksheets), voting remotes, counting manipulatives, interactive flip-chart.
* Hook: New student teachers teaching a lesson, Dojo points (positive reinforcement)
* Procedures: Both teachers be able to refer to Graphic Organizer to stay on track.
	+ - Teachers: Student teachers introduce themselves to students.
		- Students: Listen
		- Teachers: Introduce Topic. Ask “What is Mental Math?”
		- Students: Reply “Math done in your head”. \*Go to next slide\*
		- Teachers: Ask students “If you have three pencils, how many more do you need to make 10 pencils?”
		- Students: Reply “seven pencils”
		- Teachers: Explain what the **next ten** is to students. Ask students to count by tens from 0-100.
		- Students: Out loud count by tens from 0-100.
		- Teachers: Ask students what is the next ten after 19?
		- Students: Reply “20”.
		- Teachers: Positive reassurance. \*Go to next slide\* Introduce “Knocking on a neighbor’s door” concept. Another concept introduced is the “punch and count up” concept.
		- Students: Follow teachers’ instructions to physically do concepts described.
		- Teachers: Instruct students to get out math mats and counting manipulatives.
		- Students: Go into math buckets placed on each table and pass out the materials provided by teachers.
		- Teachers: Open interactive flip-chart on SmartBoard. Ask for students’ attention.
		- Students: Listen.
		- Teachers: Write 17+4= on space provided and ask students to do the same.
		- Students: Write 17+4= on space provided.
		- Teachers: Ask students, “What is the next ten after 17?” “How many numbers will it take to get to the next ten?” “How many numbers are left over?”
		- Students: Answer questions the teachers’ asked.
		- Teachers: Positive reassurance. Write 19+6= to provide more practice to students.
		- Students: Write 19+6= on space provided.
		- Teachers: Ask students, “What is the next ten after 19?” “How many numbers will it take to get to the next ten?” “How many numbers are left over?”
		- Students: Provide answers to the teachers’ questions.
		- Teachers: Write the problem 14+8= to have the students work together in groups.
		- Students: Work together to solve problem.
		- Teachers: Write problem 15+9= on the board and ask students to copy it on their math mats.
		- Students: Copy 15+9 on their math mat and work in their groups to find answer.
		- Teachers: “Now we will watch a video. Please come sit on the floor in front of the SmartBoard.”
		- Students: Sit in front of SmartBoard
		- Teachers: Ask questions along with video during the paused sections. Ask students to go back to “home base.”
		- Students: Move quietly back to home base
		- Teachers: Go over last question on the math mat (it may be too challenging).
		- Students: Do last question with teachers
		- Teachers: Ask students to work on the rest of their math mats in their groups, asking for help if needed from teachers or peers in their groups.
		- Students: Complete the rest of the math mat.
		- Teachers: “Okay now that we are done with the math mats, take out your “eggs” (voting remotes) and hold them in a nest.
		- Students: Take out eggs
		- Teachers: \*pull up voting slides on the flip-chart and open voting\* Ask students to vote quietly on the answers.
		- Students: Vote for the answer they think is correct
		- \*(Repeat for all 5 slides)\*
* Accommodations: Holly\* needs to sit close to the board because she just got tested for glasses and they have not come in yet.
* Review/Closure:
	+ - Teachers: During voting assessment, go over how to use the two different concepts to get final answer.
		- Students: Actively go through the concepts and check their answers.
		- Teachers: “Now that we have completed your assessment, we are done with the math lesson! Good job!!
* Assessment:
	+ - Assess how well students work in groups. This is an informal assessment, done by walking around the classroom and determining which students are struggling and which students may be dominating the group. Try and guide groups to stay on task and allow for each student to contribute.
		- Assess the students’ content knowledge by keeping a record of the voting charts. Award achievement points to those students that improved based on previous records.
* Our lesson followed the STAD model because we gave whole group instruction at the beginning of the lesson. Then students moved to their predetermined groups and discussed among themselves how to solve the rest of the problems in the math mats. Also, we assessed the students using the voting system which can be used to award achievement points because we had a list of the students and what number egg they had.