

Second Grade Demo Lesson Plan October 17, 2014

<p>Unit Title: Whole Numbers: Understand Place Value Within 1000</p> <p>Lesson: Envision Topic 5: Place Value to 100. 5-2: Reading and Writing Numbers.</p>	<p>Approx. time: 30</p>	<p>CCSS-M Standards: 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
<p>A. Focus and Coherence</p>		<p>B. Evidence of Math Practices</p>
<p>Students will know: Numbers can be used to tell how many. The numbers 21 to 99 are written by joining two number words that describe the number of tens and the number of ones. Numbers through 20 are each represented by a unique number word.</p> <p>Students will be able to: read and write number words for numbers 0 - 99.</p> <p>Student prior knowledge:</p> <ul style="list-style-type: none"> Understand that the two digits of a two-digit number represent amounts of tens and ones. <p>Which math concepts will this lesson lead to? Understanding place value.</p>		<p>Make sense of problems and persevere in solving them.</p> <p>Use appropriate tools strategically.</p> <p>Attend to precision.</p> <p>Look for and make use of structure.</p>
<p style="text-align: right;">Some students had difficulty with problem A few students demonstrated mastery of</p>		
<p>Materials/Resources Intervention, On-Level, and Advanced Center Activities ELL sentence frame support</p>		
<p>C. Rigor: Conceptual Understanding, Procedural Skill and Fluency, and Application</p>		
<p><u>Warm-up</u> -No warm-up today</p> <p><u>Lesson:</u></p> <p>Set the Purpose/Connect: To reinforce and enrich students reading and writing numbers we will be working in groups today based on the Quick Check results from the previous day.</p> <p>Differentiated Instruction: Based on the number card that you were given when you entered the class, follow these instructions:</p> <ul style="list-style-type: none"> Students with the numbers 27 (on-level) and 28 (ELL intervention) assemble into groups of 4 and follow directions on the Center Activity given. Students with number 26 (advanced level) form a group and follow directions on the Center Activity given. Students with number 25 (math intervention) come to the table to complete the Center Activity given. <p>Closure: How are the word names for numbers between 10 and 20 different than the word names for numbers 20 through 99?</p>		