

# Guam District Level Lesson Plan

## Quarter 3

**Name:** 2<sup>nd</sup> Grade teachers  
**Room:** C-Quad/D-103

**Content:** Math

**Grade:** 2nd

**Timeline:** Week 3

**Common Core State Standard:**

**2.OA.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.

**Lesson Overview**

At the end of the lesson student should know how to break down and answer a word problem by using drawings and symbols

**Lesson Objectives/I CAN:**

I can solve one to two step word problems.  
I can create a plan when solving word problems using drawings and symbols.

**Vocabulary:**

**Context Clue**

**Addition**

**Subtraction**

**More than**

**Less than**

**Focus Question:**

How can you solve addition and subtraction word problems within 100 using illustrations or symbols?

**Description of Lesson (including instructional strategies)**

**Anticipatory Set:**

Write the problems on the board: You have 16 pencils and you bought 36 more pencils. How many pencils do you have now?

A pencil cost \$1.25. There are 20 students in your class. How much would it be if you were to buy every classmate a pencil?

**Instruction and Strategies:**

1. Begin class with the anticipatory set. Get students involved in a big way! (10 mins)
2. After the opening activity, have some students explain their answers. Encourage interaction, debates and arguments if it is within the subject matter.
3. Explain to students that one of the ways to help you solve word problems is to look for context clues or clue words. Let the students know that certain words help you determine on whether to add and subtract. Ex. Buy More = Addition, Took Away= Subtraction.
4. Give some example on the board and have the students figure out if the word problem is addition or subtraction by looking at the context clues.
5. After figuring out if the problem is addition or subtraction using the clue words, have the students find out the answer using symbols or drawings.

**Guided Practice:**

- Have the students break into groups of 3-4 students. In each group have the students create a word problem in addition or subtraction. Also have the groups provide pictures for word problem. They can draw them or get them from magazines or newspapers.
- When the groups are finished creating their problems have each group switch with another group and have that group solve that word problem.
- Let the groups know to be ready to support their answers by explaining them.

**Formative Assessment:**

- Have students do an independent worksheet on word problems. Have students answer and show their work. (See attachment for purposed worksheet)

**Independent Practice:**

**Have students bring home an independent worksheet for homework for more practice. Have them also create word problems for when they take a trip to the store with their parent/parents.**

**Accommodations/Modifications:**

**Shortened Questions, Think Pair and Share with a classmate of a higher benchmark,  
One on One teacher interaction, Modified Questions.**

**Resources (Textbook and Supplemental):**

**Magazines, Newspaper, Worksheets, Art Supplies**

**[www.commoncoreworksheets.com](http://www.commoncoreworksheets.com)**

**Reflection:**

# Guam District Level Lesson Plan

# Quarter 3

Name: 2<sup>nd</sup> Grade Teachers  
Room: C-Quad & D-103

Content: Math

Grade: 2nd

Timeline: week 4

### Common Core State Standard:

2.OA.2

*Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.*

### Lesson Overview

In this lesson students will add and subtract within 20 mentally.

### Lesson Objectives:

I can solve addition and subtraction problems within 20 fluently  
I can show how to utilize fact families when solving addition and subtraction problems within 20

### Vocabulary:

Add  
Subtract  
One-Digit Numbers  
Fact Families

### Focus Question:

Can you solve addition and subtraction problems within 20 using mental math?

### Description of Lesson (including instructional strategies)

#### Anticipatory Set:

Play a number facts game. Have student orally say answers for Math facts. Try telling them a problem to answer and then try telling them an answer and have them create the problem.

#### Instruction and Strategies:

1. Conduct the opening activity (Anticipatory Set)
2. Continue to work on the number facts.
3. Instill more rigor for the students who are getting the concept right away.
4. Use this example on the board  $16 \quad 9 \quad 7$
5. Ask the students how these numbers are related to one another. Let the students figure out that if you plus 9 and 7 you'll get 16.
6. Allow time for students to figure out the concept
7. Continue on to where the students catch on by saying 16 minus 7 makes 9, and 16 minus 9 makes 7
8. If you feel that you need to try another example feel free to do so.

**Guided Practice:**

Have students create addition and subtraction facts for their classmates to do. Have students represent a number and have them find other students that relate to them. For example one student will have 13 another will have 8 and another will have 5. Those three students would be related to one another.

**Formative Assessment:**

Orally test the students on addition and subtraction problems within 20. Test the students on 10 problems and record number of problems missed

**Independent Practice:**

Math facts worksheets  
Number family Worksheets

**Accommodations/Modifications:**

Shorten Questions, Modify Direction, one to one with teacher or higher bench mark student, extra practice sent home

**Resources (Textbook and Supplemental):**

**Math facts Book (Green Book)**

**Fact families Worksheet**

**Large Index Card**

**Black Marker**

**Tape or something to stick index card on the board for jeopardy**

**[www.commoncoreworksheets.com](http://www.commoncoreworksheets.com)**

**Reflection:**

# Guam District Level Lesson Plan

## Quarter 3

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C-Quad & D-103

**Content:** Math

**Grade:** Math

**Timeline:** week 5 and 6

**Common Core State Standard:**

2.NBT.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Lesson Overview**

At the end of this lesson student will know how to add and subtract within 100 using mental math strategies.

**Lesson Objectives:** I can add and subtract using place values and properties of operations within 100

**Vocabulary:**

**Add**

**Subtract**

**Place Value**

**Place Value blocks**

**Focus Question:**

Can you use different strategies to solve a problem in addition or subtraction within 100?

**Description of Lesson (including instructional strategies)**

**Anticipatory Set:**

Write the following story problem on the board and ask students to solve the problem using base ten blocks or any other method that they choose. Problem: Chelsea bought 26 pieces of bubblegum and 19 jawbreakers at the store. How many pieces of candy did she have altogether? After students have had an opportunity to solve the problem using their manipulatives, ask students to share how they solved the problem. Did some of the students use similar methods? Do the strategies make sense to other students? Write the steps on the board as students explain their methods.

**Instruction and Strategies:**

Directions to make an Addition/Subtraction Mat

1. Divide a 11" X 14" piece of cardstock on the 14" side into four sections each measuring  $3\frac{1}{2}$ ".
2. Draw lines with a black marker to separate the four sections.
3. Glue a  $3\frac{1}{2}$ " X 11" piece of colored cardstock in the third section.
4. Label the sections as follows: 1) First Addend 2) Second Addend 3) Thinking Area (different color cardstock) 4) Sum.
5. Turn the cardstock over to make the subtraction mat. Divide the cardstock into four  $3\frac{1}{2}$ " sections.
6. Glue a  $3\frac{1}{2}$ " X 11" piece of colored cardstock in the second section.
7. Label the sections as follows: 1) Minuend 2) Thinking Area 3) Subtrahend 4) Difference.

**Guided Practice:****Partner Spin and Add**

1. Organize students into partner groups. Pass out an Addition/ Subtraction Mat to each student. To each partnership, pass out base ten blocks and a Spin and Add template with a transparent spinner. Students need their math journals to record their strategies.
2. Have each player spin the spinner. The highest number goes first.
3. The first student spins the spinner, and both students model the number using their base ten blocks on their Addition/Subtraction Mat.
4. The second student spins the spinner and again both students model the number on their mats using the base ten blocks.
5. Each player writes the equation in his/her journal and then writes or draws pictures explaining how he/she solved the problem. Students share their answer and method with each other. If students get the same answer they celebrate and continue with a new problem. If they get different answers then they need to go back and work the problem out together.
6. When students have completed the activity and cleaned up their materials, have them bring their journals with them to the rug for math meeting. Call on students to share some of their solution strategies with the other students by either drawing on the whiteboard or verbally explaining.

**Formative Assessment:**

Walk around the room while students are participating in the activities. Are they able to model the numbers correctly? Do they understand place value, and are they lining up their equations properly? Are they able to solve the problems? What strategies are they using most often?

Ask a partner group to explain their thoughts and strategies to you.

Look at students' journals and evaluate their work to see where students are struggling.

**Independent Practice:**

**Pass out independent worksheets for the students to do.**

The worksheet is titled "2-Digit Addition and Subtraction With Regrouping" and includes a "Name:" field and a "Date:" field. It contains a grid of 12 math problems arranged in 4 rows and 3 columns. The problems are as follows:

$\begin{array}{r} 29 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ +28 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ -49 \\ \hline \end{array}$
$\begin{array}{r} 27 \\ +26 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ -22 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -28 \\ \hline \end{array}$
$\begin{array}{r} 22 \\ -15 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ +32 \\ \hline \end{array}$
$\begin{array}{r} 52 \\ -22 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ -21 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +19 \\ \hline \end{array}$

At the bottom left, there is a cartoon cat illustration. At the bottom center, there is a "Score: \_\_\_\_ /12" field. The worksheet also includes a "Copyright © 2010 by Pearson Education, Inc." notice at the bottom.

**Accommodations/Modifications:**

**Shorten Questions, Modify Direction, one to one with teacher or higher bench mark student, extra practice sent home**

**Resources (Textbook and Supplemental):**

**Internet resources**

**Worksheets**

**Cardstock paper**

**Black Marker**

# Guam District Level Lesson Plan

Quarter 3

Name: 2<sup>nd</sup> Grade  
Teachers  
Room: C Quad/D-103

Grade: 2nd

Timeline: week 1

Content: Math

Common Core State Standard:

2.MD. 7

Tell and write time from analog and digital clocks to the nearest minutes, using a.m. and p.m.

Lesson Overview

At the end of this lesson students will demonstrate the importance of elapsed time, be able to tell time within a five-minute explanation.

Lesson Objectives:

- I can experiment with the concept of elapsed time.
- I can model how to tell time to five minutes using an analog clock.
- I can work in groups in order to model story problems that demonstrate counting by 5 minute intervals

Vocabulary:  
Minute  
Elapsed Time  
Analog Clock

Focus Question:  
Can you tell and use time using different times of intervals?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Ask students to try and guess how many second are in a minute. Have the students close their eyes and count quietly in their heads. Tell them to raise their hands when they think a minute is up. Let them know that you will clap your hands when a minute is up.

Go over parts of a clock. What the short hand points to? What the long hand points to? What the second hand looks like?

**Instruction and Strategies:**

- 1. Conduct the opening activity with the students. Do this for about 2-3 times.**
- 2. The teacher will explain to the students that they will be learning how to tell time to 5 minutes today.**
- 3. The teacher will show the students that there are 5 tick marks from one number to the next number on the clock face.**
- 4. The teacher will explain that each tick mark stands for 1 minute, so they can count by 5 to find the minutes after the hour.**
- 5. The teacher will instruct the students to look at their clock face and count by fives in unison, noting each number on the clock as they count.**
- 6. The teacher will display a large human clock model in the front of the room.**
- 7. The teacher will explain to the students that one child is needed to be the minute hand of the clock.**
- 8. The teacher will instruct this child to point from one number to the next.**
- 9. The teacher will explain that the rest of the class needs to count by fives as this student points to each number.**
- 10. The teacher will allow as many children as possible an opportunity to be the minute hand.**
- 11. The teacher will move the large human clock model off to the side and instruct the students to look at their own clock faces again.**
- 12. The teacher will show 9:35 on her demonstration clock.**
- 13. The teacher will ask the students to find out how many minutes have passed since 9 o'clock. Answer: Start at 12:00 and count by fives until you reach the 7.**
- 14. The teacher will ask the students some similar questions. Samples to use: 5:15, 5:20, 2:00, 2:35, 3:55, 4:05.**
- 15. The teacher will explain to the students that they will be working in groups to model story problems to demonstrate counting by 5 minute intervals.**
- 16. The teacher will explain that cooperation is necessary and that students should keep their voices quite so that other students will not be disturbed. The teacher will also remind the students that this is not an opportunity to socialize. Remind the students that only the subject of math is to be discussed in the groups.**

17. The teacher will explain to the students that each group will receive a pack of 6 story problems.
18. The teacher will explain that the students will be working in groups to solve these problems by modeling the beginning time and the ending time of the story problem.
19. The teacher will explain to the students that they must write down their answers and draw a picture of the answer using the recording sheet provided by the teacher.
20. The teacher will explain to the students that they will have 15 minutes to complete the group work.
21. The teacher will explain to the students that when the 15 minutes are up the teacher will call the students to the discussion carpet to talk about the answers that the groups found.
22. The teacher will explain that if groups finish early they may quiz each other on times. For example, have one child tell the other person in the group to find 5:35 on their clock. Students may switch roles.
23. The teacher will explain to the students that the person who is sitting directly next to you will be your partner. If there are not enough partners three children may work together.

**Sample Story Problems to be used:**

1. We walked to the school library. We left at 11 o'clock. We returned to the classroom 25 minutes later. What time did we get back? Answer: 11:25
2. We have a 15 minute recess in the morning. It begins at 11:00. When is recess over? Answer: 11:15
3. I took the attendance sheet to the office. I left the classroom at 9:30. I was back in the classroom 10 minutes later. What time is it? Answer: 9:40
4. Today we have P.E. class at 2:00. It lasts 30 minutes. When is P.E. over? Answer: 2:30

5. 50 minutes past 2 o'clock is 2:50. 55 minutes past 2 o'clock is 2:55. What time is 60 minutes past 2 o'clock. Answer: 3:00

6. Hailey leaves school at 3:25. She gets to her piano lessons 5 minutes later. What time does she get to her lesson? Answer: 3:30

**Guided Practice:**

For the whole week as a class. Have students figure out the time of their school schedule.

Have a large blank butcher paper placed on a wall. Before every time have students tell you what time it was for that certain activity. (Example: When the bell rings for recess, ask the students to figure out what time it is for recess. Then write it on the blank sheet of paper)

**Formative Assessment:**

Observations learning

Participation and alertness during the opening activity.

Teacher will collect problems done on a the independent worksheet

Weekly Quiz containing skills taught within this lesson

**Independent Practice:**

Have students do their independent worksheets.

For this weeks homework have students create a time diary schedule for when they are at home. Example: The time I ate dinner was 7:30pm. The time I woke up was 6:45.

**Accommodations/Modifications:**

Provide the student with a larger clock face.

Provide the student with larger index cards with larger writing during the group work portion.

Have this student be the minute hand so that the child will not be squinting to see what is going on during instruction time.

**Resources (Textbook and Supplemental):**

Demonstration clock, analog clock, index cards, markers, masking tape and string

# Guam District Level Lesson Plan

# Quarter 3

Name: 2<sup>nd</sup> Grade Teachers  
Room: C Quad & D-103

Content: Math

Grade: Math

Timeline: week 2

Common Core State Standard:

2.MD.8

Solve word problems involving dollar bills , quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately.

Lesson Overview

At the end of this lesson students will be able to place \$ and cents sign correctly while answering word problems dealing with money.

Lesson Objectives/I CAN:

- I can identify penny, nickel, dime and quarter and tell what each coin is worth.
- I can use the \$ and cents sign correctly.
- I can solve word problems dealing with money.

Vocabulary:

Focus Question:

Can you add and subtract using money in real life events?

Description of Lesson (including instructional strategies)

Anticipatory Set:

I begin this anticipatory set with counting exercises. I review counting by 5s and 10s as this skill is crucial to counting dimes and nickels. Identifying money amounts is an important skill for second graders who are expected to be able to solve coin word problems by the end of the year (2MD.C.8). I write 20, \_\_, 30, \_\_, \_\_, \_\_, 50 on the board and ask students to copy this into their math journals and fill in the blanks. I give students time to write the problem in their journals and I circulate around to see which students are having trouble with this. I keep a clipboard where I can jot down names and areas of difficulty.

I ask one student to come up and fill in the missing numbers on the board. He/she would fill in 20, 25,30, 35,40, and 45,50. I ask students to help me check this by reading the numbers aloud as a class. I put several similar problems

counting by 5s and 10s. I write 50, \_\_\_\_, 70, \_\_\_\_, 90, \_\_\_\_; I also write 65, \_\_\_\_, 75, \_\_\_\_, 85, \_\_\_\_, 95, 100.

In this warm up session I also want to review the looks of the coins. I have a set of oversized cardboard coins that can be seen by all students in the room. I hold up the penny and ask what it is. Everyone appears to be able to recognize the penny and know that it is one cent. Next I hold up the quarter. I remind students that it is the biggest of the coins we usually see, and also worth the most. Many of the students recognize the quarter and that it is 25 cents. Next I hold up the dime. I tell students that it is the littlest coin but it is not worth the least. This hint helps several students identify the dime and know that it is 10 cents. Finally I hold up the nickel and students identify it. I tell students that today we will be working with coins.

At this point in the year many students still struggle with recognizing which coin is which. They know the dime is the smallest coin, but often think it must then be worth 5 cents. The nickel and the quarter look a lot alike and are hard for students to see the differences. I give each child a set of 1 of each coin. I ask them to look at the coins, turn them over, look for words or hints about the value of the coin. I tell students they can even set them on a page in their math journals and trace them and write down what they are worth.

My goal is to introduce coins and eventually to have students figure out how much money a small collection of coins would be worth. I want students to be able to solve simple word problems involving coins (2MD.C.8) such as if I have 3 pennies and 1 nickel, what is that worth? If I have 1 dime and 1 penny, how much money do I have?

**Instruction and Strategies:**

I start class by displaying a poster entitled "School Store". This poster has pictures of items with their prices.

*I have some items for sale at my school store. Who can tell me what three items they would like to buy from the school store.*

I have a student pick three items.

*I saw some ice cream for \$.17. I saw an eraser for \$.40. I saw a bouncy ball for \$.30. If I want to buy all three items, how much money do I need?*

I hand out white boards to students and allow them to work individually or in partners to solve this problem to the best of their abilities. Coin manipulatives and cubes are also available to students.

After students have had 3-5 minutes to work on the problem, I ask them to turn to their partners and share how they solved the problem.

*Turn and Talk: How did you solve this problem? What strategies did you use?*

As students discuss, I circulate to listen for students' strategies and any common misconceptions. Some students might add using column addition, others might add two of the addends and then added the third to the sum. Others might visualize the addends using coins and skip count.

When finished, I ask two or three students to share their strategies.

As students share, I make sure that they are modeling how to solve this kind of problem and WHY they chose their specific strategy. I make an anchor chart of student's strategies for future use.

**Guided Practice:**

Guided practice can be set up in two ways:

**1) School store**

Set up various stations throughout the room with items for "sale". Students can pick items they want and add up the amount of money they would need to buy each item.

**2) "Virtual" school store.**

Post various items for "sale" on the board and students can pick the items they want and add up the amount of money they would need to buy each item.

The worksheets attached can be adapted to fit either type of "school store".

Name: \_\_\_\_\_

1.) Pick three items that you would like to buy. List the three items and how much they cost in the table below.

Item	Cost

2.) How much money do you need to purchase the three items?

3.) What coins can you use to buy these items?

**Formative Assessment:**

**Exit Ticket:**

*Today we practiced adding up money amounts to determine a total using these strategies: \_\_\_\_\_ . Now you are going to show me what you know on an exit ticket.*

As students work on their **exit ticket**, Circulate to observe student strategies and determine which students are being accurate in their addition.

If students finish in time, I correct the exit ticket with the group in order to give students immediate feedback.

NAME: \_\_\_\_\_

Exit Ticket:



\$ .15



\$ .39



\$ .28

You are at the grocery store and you want to buy strawberries, grapes, and an apple. How much money do you need?

**Independent Practice:**

**Independent practice is tiered based on facility with money. As students work make sure that they are attending to precision and being accurate in their work.**

**Group A (In need of intervention)**

**Students in group A will work with teacher support to add money amounts that require little to no regrouping. If adding using column addition, this group will be encouraged to add only two items at once and then add the sums together in order to improve accuracy.**

**Group B (Right on track!)**

**Students in-group B will work independently or in partners to add money amounts using regrouping. Remind students in this group to pay attention to their decimal point and line the numbers up correctly.**

**Group C (Extension)**

**Students in-group C will work independently or in partners to add money amounts using regrouping. This group will be challenged to add money amounts where the total is greater than \$1.00.**

**Accommodations/Modifications:**

**Teacher guided practice, One to One with a peer of a higher benchmark, Shorten lesson and assignment, Shorten problems, No regrouping problems.**

**Resources (Textbook and Supplemental):**

**Internet**

**Index cards to be used for price tags**

**Large Paper or Poster Board for School Store sign**

**Independent worksheets**

**Pictures of the different coins**

**[www.commoncoreworksheets.com](http://www.commoncoreworksheets.com)**

# Guam District Level Lesson Plan

## Quarter 3

Name: 2<sup>nd</sup> Grade  
Room: C Quad/D-103

Content: Math

Grade: 2nd

Timeline: Week 7

Common Core State Standard:

2. NBT.8

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900

Lesson Overview

By the end of this lesson student will mentally add and subtract by 10's and 100's based on place value strategies

Lesson Objectives/I CAN:

I can mentally add and subtract 10 or 100 between numbers of 100-900.  
I can recognize and utilize place value strategies when answer addition and subtraction problems.

Vocabulary:

Tens  
Hundreds  
Addition  
Subtraction  
Mental Math

Focus Question:

Can you add and subtract within 10's and 100's mentally?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Have students count by 10's going forward then backward. While they count draw a number line on the board. Do the same practice for counting by 100's. Keep going until everyone is firm with counting forward and backward

Instruction and Strategies:

1. Conduct the opening activity.
2. Explain to the students that today we are going to add and subtract by using mental math.
3. Tell them that we wont be needing any of our fingers or showing of work today.
4. Write on the board the following problem:  $134+10=$
5. Have students figure out the problem the way they would normally do first. Allow some think time.
6. After have a volunteer answer the problem.
7. Make sure you have a number line on the board for counting by tens
8. Explain to the students that there is a quicker and easier way to answer

problems that have 10's and 100's.

9. Explain to the students that counting by tens and hundreds help you answer problems like these quickly. Explain to them all we have to do is look at the place values.
10. So if the problem is  $134+10=$ , we would work with the tens place because we are dealing with a 10. So we would look at the tens place in 134 and then move up one time on the number line because we are adding. 34...44
11. Do different problems until students catch on. Then try doing it with subtraction, explain to the students that when we subtract we move back on the number line.
12. Repeat the same process when working with 100's.

**Guided Practice:**

Play a game called 10 more or 10 less.

Pass out index cards that are marked 10 more, 10 less, 100 more and 100 less.

You would have to put a problem on the board with the 2<sup>nd</sup> addend and add/subtract sign missing with the answer showing (ex:  $134 = 124$ ). Then the students will raise cue cards that say 10 more or 10 less or 100 more or 100 less.

Keep putting different problems on the board until everyone seems firm.

**Formative Assessment:**

End of week quiz

<http://www.mathworksheetsland.com/extras/2/12mentaladdsub/quiz1.pdf>

**Independent Practice:**

<http://www.commoncoresheets.com/Math/Drills/Adding-Subtracting%2010s%20and%20100s/English/1.pdf>

Finding Ten More & Ten Less		Name: _____	
Fill in the blanks for each problem.			
136 + 10 = _____	990 - 10 = _____	473 + 100 = _____	759 - 100 = _____
597 + 10 = _____	828 - 10 = _____	112 + 100 = _____	638 - 100 = _____
290 + 10 = _____	18 - 10 = _____	793 + 100 = _____	886 - 100 = _____
210 + 10 = _____	814 - 10 = _____	757 + 100 = _____	465 - 100 = _____
582 + 10 = _____	494 - 10 = _____	442 + 100 = _____	261 - 100 = _____
132 + 10 = _____	666 - 10 = _____	380 + 100 = _____	364 - 100 = _____
141 + 10 = _____	482 - 10 = _____	399 + 100 = _____	468 - 100 = _____
560 + 10 = _____	72 - 10 = _____	153 + 100 = _____	358 - 100 = _____
664 + 10 = _____	490 - 10 = _____	725 + 100 = _____	590 - 100 = _____
423 + 10 = _____	788 - 10 = _____	245 + 100 = _____	333 - 100 = _____
229 + 10 = _____	249 - 10 = _____	143 + 100 = _____	582 - 100 = _____
104 + 10 = _____	463 - 10 = _____	699 + 100 = _____	706 - 100 = _____
967 + 10 = _____	453 - 10 = _____	508 + 100 = _____	145 - 100 = _____
201 + 10 = _____	298 - 10 = _____	204 + 100 = _____	406 - 100 = _____
895 + 10 = _____	524 - 10 = _____	185 + 100 = _____	301 - 100 = _____
295 + 10 = _____	845 - 10 = _____	569 + 100 = _____	245 - 100 = _____
674 + 10 = _____	352 - 10 = _____	324 + 100 = _____	471 - 100 = _____
6 + 10 = _____	772 - 10 = _____	203 + 100 = _____	892 - 100 = _____
113 + 10 = _____	40 - 10 = _____	134 + 100 = _____	945 - 100 = _____
139 + 10 = _____	568 - 10 = _____	184 + 100 = _____	856 - 100 = _____
572 + 10 = _____	651 - 10 = _____	257 + 100 = _____	865 - 100 = _____
869 + 10 = _____	324 - 10 = _____	439 + 100 = _____	751 - 100 = _____
22 + 10 = _____	992 - 10 = _____	748 + 100 = _____	689 - 100 = _____
677 + 10 = _____	467 - 10 = _____	416 + 100 = _____	377 - 100 = _____
362 + 10 = _____	331 - 10 = _____	842 + 100 = _____	175 - 100 = _____

**Accommodations/Modifications:**

**Guided practices, One to One assistance, Think and Pair grouping, Minimize number of Task, Simplify Directions**

**Resources (Textbook and Supplemental):**

**Worksheets**

**Internet**

**Index cards**

**Markers**

# Guam District Level Lesson Plan

# Quarter 3

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Bldg/D-103

**Content:** Math

**Grade:** 2nd

**Timeline:** Week 8

**Common Core State Standard:**

2.MD.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

**Lesson Overview**

At the end of this lesson students will be able to solve word problems dealing length-measuring units.

**Lesson Objectives/I Can:**

**I can add and subtract within 100 given a word problem.**

**I can solve a word problem with properly indicating a length-measuring unit.**

**Vocabulary:**

Inches  
Feet  
Meter  
Yard

**Focus Question:**

**Can you solve a word problem dealing with lengths?**

**How can you apply this skill in your everyday life?**

**Description of Lesson (including instructional strategies)**

**Anticipatory Set:**

- Ask your students to share what they know about measurement. Ask them to brainstorm a list of measurement units and have them describe when those units are used.
- Discuss with students the difference between volume, length and mass. Ask them to brainstorm instances wherein they might need to know length mass and volume.
- Give students a list of random objects (cotton balls, combs, pencils) and ask them to discuss whether or not they feel these objects would make good units of measurement. Have students explain why they feel these objects would work (or not).
- Have your students imagine that they live in a world where there are no systems of measurement. Ask them to brainstorm the different things they might

realistically use to create a system of measurement.

**Instruction and Strategies:**

1. Conduct opening activity
2. Revisit strategies with the students when working with word problems.
3. Explain that the same skills apply to when solving word problems dealing with measurements.
4. Explain that the only change is that now we are working in measurement units dealing with inches, feet, yards and miles.
5. Explain that there could be easy ways to solve these problems when provided a visual of different pictures such as ruler and scales.
6. Explain the importance of indicating what unit of measurement was used within their final answer. Also explain the importance of showing their work.

**Guided Practice:**

Have each students create a simple word problem not dealing with measurements. Then have them pass it on to another student, have that student re-write the word problem into a word problems dealing with measurements. Then have them pass it to another student, have this students now solve the word problem with the help of using drawings or with any hands on material that could assist in finding the answer.

**Formative Assessment:**

**Oral Questioning**

**Class Participation**

<http://www.mathworksheetsland.com/extras/2/18lengthword/quiz1.pdf>

Name \_\_\_\_\_ Date \_\_\_\_\_

Length Word Problems Quiz Form A  
Level 1

1. Neil's horse is 4 feet long. Marlon's horse is 1 foot shorter than Neil's. William's horse is 2 feet longer than Neil's. Which horse is longer than 4 feet?

2. Vincent's fish is 5 inches long. Gregory's fish is 1 inch shorter than Vincent's. Henry's fish is 3 inches longer than Vincent's. Which fish is longer than 5 inches?

Neil's Horse      Marlon's Horse      Vincent's Fish      Gregory's Fish

William's Horse      Henry's Fish

**Independent Practice:**

<http://www.2ndgradeworksheets.net/ccss2md5/ccss2md51a.pdf>

Name: \_\_\_\_\_

CCSS 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are....

**Measurement**

**Directions:** Write an equation and solve the problems below. Use a symbol for the unknown number. EX:  $56 - 32 = \underline{\quad}$

1. Kimi and Jaysa wanted to see how far they could jump. Kimi jumped 27 inches. Jaysa jumped 36 inches. How much farther did Jaysa jump than Kimi?

\_\_\_\_\_

2. Kate and Leah compared their jump ropes. Kate's jump rope was 78 inches long. Leah's jump rope was 72 inches long. How much longer was Kate's jump rope than Leah's?

\_\_\_\_\_

3. Grace and Madison measure how high their flowers grew. Grace's flower was 47 inches tall. Madison's flower was 63 inches tall. How much taller was Madison's flower than Grace's?

\_\_\_\_\_



**Accommodations/Modifications:**  
Guided Practice, Shorten Questions, Think Pair and Share, 1 to 1 assistance with teacher

**Resources (Textbook and Supplemental):**

**Rulers**

**Paper**

**Worksheets**

# Guam District Level Lesson Plan

## Quarter 3

Name: 2<sup>nd</sup> Grade Teachers  
Room: C Bldg/D-103

Content: Math

Grade: 2nd

Timeline: Week 9 and 10

Common Core State Standard:

**2.MD.6**

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram

### Lesson Overview

At the end of the lesson the students will use a number line to answer word problem questions finding the sum or difference.

### Lesson Objectives/I CAN:

I can construct a number line  
I can represent whole number using a number line  
I can utilize a number line to solve math problems dealing with addition and subtraction

### Vocabulary:

Sum  
Difference  
Number Line

### Focus Question:

How can a number line be useful to solve problems in math?

### Description of Lesson (including instructional strategies)

#### Anticipatory Set:

Draw a number line on the board that has numbers from 0-30. Tell the students that were going to play a game called "Can you guess my number?". Tell the students that your number is somewhere on this number line and that they would have to listen carefully to your directions.

Tell them you number is 6 jumps after 19. See which student can guess the number. If the student is right award the student with an incentive.

\* do this activity before every lesson

**Instruction and Strategies:**

1. Conduct opening activity.
2. Go over the vocabulary with the students. Explain to them that sum means the same as plus and/or adding and difference means to subtract or minus.
3. Before you begin the lesson have student create a number line chart from 0 to 100. (10 lines, each line should be from 0 to 9, 10 to 19, 20 to 29, etc.)
4. Explain to the students that this chart will be your best friend for the next two week because we will be using it.
5. Now explain to students that having a number line actually makes everything dealing with adding and subtracting much easier and faster.
6. Explain when we hear that we have to add or plus we just move to the right of the number line. If we were told to subtract we would just move left of the number line.
7. Present an example for the students.
8. Example: Everyone put your finger on the number 15, now ask them what is 6 spaces minus of 15? Now we have to listen again 6 spaces "minus" of 15. (Remind the students when we minus we are moving backward or to the left of the start number.
9. Try about 5 more examples with the students.
10. After you feel the students are firm give them a sample word problem.
11. Then give them a sample math computation problem ( $56+13=$ )
12. Repeat for better understanding.

**Guided Practice:**

Group students into groups of 4 people. Have them play hopscotch with a twist. Call it hopscotch 5.0. Assign each group to have ten blocks of number with different ranges (ex. Group 1 will have number 10 to 20, group 2 will have 13 to 23, group 3 will have 42 to 52) see example layout at bottom. Each group will have a set of 4 questions one for each student in each group. Questions are as follows:

1. How much is 5 jumps forward from the first number?
2. How much is 3 jumps backward from the last number
3. How much is 8 jumps forward from the beginning?
4. How much is 6 jumps backward from the last number?

Bonus: How much is 6 jumps forward and 4 jumps back?

**Formative Assessment:**

**Oral Questions**

**Class Participation**

**Number Line Quiz**

**Independent Practice:**

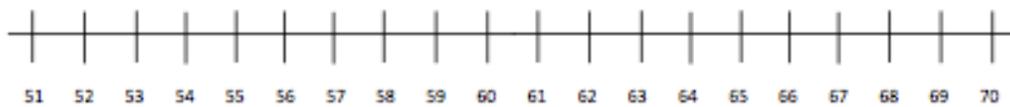
Name: \_\_\_\_\_

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points ....

## Measurement & Data

 Directions: Use the number line to solve the problems below. Show your work on the number line.

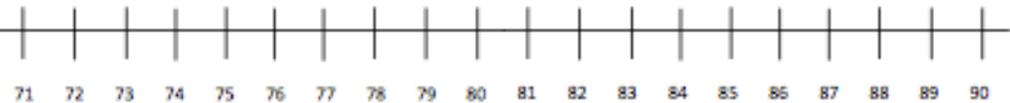
1. There were 67 students in the cafeteria. 14 students went back to the classroom. How many students were left in the cafeteria? \_\_\_\_\_



2. 11 kids were in a classroom. 13 students joined them. How many students are in the classroom now? \_\_\_\_\_



3. Billy had 73 pennies in his coat pocket. He found 13 more pennies on his dresser. How many pennies does he have now? \_\_\_\_\_



### Accommodations/Modifications:

Guided Practice, Shorten Questions, Think Pair and Share, 1 to 1 assistance with teacher

**Resources (Textbook and Supplemental):**

**Number Line Chart**

**Paper**

**Pencil**

**Sidewalk chalk**

[www.commoncoreworksheets.com](http://www.commoncoreworksheets.com)

**Reflection:**