Guam District Level Lesson Plan   Quarter 2

Name: 2nd Grade Room: C Quad/D-103		
Content: Math	Grade: 2nd	Timeline: weeks 9/10

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 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 2nd 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

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 = _____	580 + 100 = _____	364 - 100 = _____
141 + 10 = _____	482 - 10 = _____	599 + 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 2

Name: 2nd Grade Teachers Room: CQuad/D-103		
Content: Math	**Grade: Math**	**Timeline: week 5**

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:** 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 ½".
2. Draw lines with a black marker to separate the four sections.
3. Glue a 3 ½" 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 ½" sections.
6. Glue a 3 ½" 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.

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
www.commoncoreworksheets.com
Worksheets
Cardstock paper
Black Marker

Reflection:

Guam District Level Lesson Plan   Quarter 2

Name: 2nd Grade Teachers Room: C Quad/D-103		
Content: Math	Grade:2nd	Timeline: week 6

Common Core State Standard:
2.NBT.6
Add up to four two-digit numbers using strategies based on place value and properties of operation.

Lesson Overview **At the end of this lesson students will add 4 two numbers using place value and properties of operations to answer the question,**	**Lesson Objectives/I CAN:** **I CAN add 4 two digit numbers using the place value and order of operations.**
Vocabulary: **Tens place** **Ones place** **Two digit**	**Focus Question:** **Can you add 4 two digit numbers using different math strategies?**

Description of Lesson (including instructional strategies)

Anticipatory Set:
Go over addition problems within 20 to get the students going.

Instruction and Strategies:

- Write **30 + 30** on the chalkboard.

- **Ask:** *How many tens are in each group?* (3) *What addition fact helps you add the tens?* (3 + 3 = 6)

- **Ask:** *What is the sum?* (60) *What should you think of when you add tens?* (Think of the addition fact when you add tens.)   Repeat the exercise with other tens. Have volunteers write the sums on the chalkboard while the rest of the class write the examples and sums on their papers.

- **Say:** *We can use a hundred chart to add tens to any number.*

- Write **43 + 20** in vertical format on the chalkboard. Circle 43 on the hundred chart. Have a volunteer count down 20.

- **Ask:** *When you add tens to a number on the hundred chart, why doesn't the number in the ones column change?*   It doesn't change because tens are being added to the number, not ones. Repeat with other starting numbers and tens.

- Write **3 tens 17 ones** on the chalkboard.

- **Ask:** *How can we write this number another way?*   We can regroup. We regroup the ones as 1 ten 7 ones. We can write the number as 47. Write several more examples on the chalkboard, including examples with ones less than 10. Have volunteers regroup the ones, if necessary, and write the number another way. Some children may need to use the craft sticks. Discuss when and why it was necessary to regroup or when it was unnecessary to regroup.

- **Say:** *We learned to use the Make a Ten strategy when we learned the addition facts to 20. Now as we add, we are going to use that strategy again.*

- Write **27 + 6** on the chalkboard in vertical format.

- **Say:** *Look at the ones column. Can we regroup?*   Children should say that 7 + 6 = 13, so they can regroup to make 1 ten and 3 ones.

- **Ask:** *How can we show the 10 we regrouped?* (We can make a little one over the tens column.) *What do you think the sum will be?* (33)   Repeat with several more examples like the one above. Have a volunteer explain how to solve each example and write the sum while children at their seats solve the problem. Some children may need to use the craft sticks.

- Write **35 + 17** on the chalkboard in vertical format.

- **Ask:** *How is this problem different from the problems we just solved?*   Both numbers have two digits; there are two numbers in each of the tens and ones columns. Have a volunteer come to the board and solve the problem. Point out that there are 2 numbers plus the regrouped ten to add in this example.

- Write several other examples on the chalkboard, including examples that don't require the ones to be regrouped and examples in which the ones add up to 10. Also include examples that use the cent sign (¢). Point out that this sign doesn't

change how you add, but that when it is used, it must be written following the sum.

- **Ask:** *What should you decide first when you solve a two-digit problem?* You must decide if the ones need to be regrouped.

- Have volunteers solve the problems on the chalkboard and explain their thinking as they go along, while children at their seats solve the problems.

- **Say:** *Sometimes you don't need an exact answer, but you need a quick answer, so you can use estimation to round numbers to the nearest ten. That way you can add mentally and get an answer that is close.*

- **Say:** *Look at the number line. I am going to circle the numbers 44 and 28.*

- **Ask:** *What is the nearest ten to 44?* (40) *to 28?* (30)

- **Ask:** *What is the sum of the two numbers?* (70)

- **Ask:** *Is it quicker to add 40 and 30 or 44 and 28? Why?* (40 + 30 is quicker, because you can add it in your head.)

- **Say:** *We have learned different ways to add two numbers. Now we are going to try adding 3 numbers and see some strategies we can use.*

- Write **34 + 14 + 16** on the chalkboard in vertical format.

- **Ask:** *How many addends do we have?* (3) *In what order can we add them?* Lead children to see that it doesn't matter in what order they add the numbers as long as they add the ones column first and then the tens column.

Ask: *Would someone like to tell how he or she would add the ones and why? Remember, you can add the numbers in any order.* Discuss the strategies that might be used—Make a Ten or Doubles. Remind children that the addends are still the same, even if they are added in a different order. Guide children to see that by using the associative rule, they can group the addends in any order to make adding easier. Repeat with other examples, discussing the strategies used in each. Have children write the examples and sums on their papers.

Guided Practice:
Have student team up with another students and give each group a problem that has 4 two-digit numbers. Have them create a place value tree to solve the problem. Have them display their work on a large butcher paper so you can post it up around the classroom.

Formative Assessment:

Oral Assessmemt: Asking the students to explain their butcher paper findings steo by step

Have students take a Math Quiz on Adding 4 two-digit numbers

Independent Practice:

Have student do the independent 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):

Internet resource

http://www.mathworksheetsland.com

Independent Worksheets

Butcher paper

Markers

Guam District Level Lesson Plan   Quarter 2

Name: 2nd Grade Teachers Room: C Quad/D-103		
Content: Math	**Grade: 2nd**	**Timeline: week 7 and 8**

Common Core State Standard:
2.NBT.7
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Lesson Overview	**Lesson Objectives/I CAN:**
At the end of this lesson student will be able to add and subtract within 1000 by using different math strategy approaches.	I can add and subtract within 1000 using models and/or drawings I can add and subtract within 1000 using place values I can break down a problem into place values
Vocabulary: Ones Tens Hundreds Place Value Break down	**Focus Question:** Can you use different math approaches to solve problems within 1000 using addition and subtraction?

Description of Lesson (including instructional strategies)

Anticipatory Set:
Have student's answer 2 digit addition and subtraction numbers. Use this as a review for the lesson for today. Write some example of 2 digit addition and subtraction on the board.

Instruction and Strategies:

1. Conduct opening activity. Be sure that each student is comfortable adding and subtracting 2 digit numbers before they start adding and subtracting 3 digit numbers.
2. After you feel that the class is ready to move on to adding and subtracting 3 digit numbers. Have a few students explain the steps when adding and subtracting 2 digit numbers.
3. After the students explain, reinforce the steps when adding and subtracting 2 digit numbers.
4. Step one: always start on the right side then work towards the left side
5. Step two: Make sure to always carry when adding and borrow when subtracting.
6. Explain to the students that we can use the same rules when adding and subtracting 3 digits. We always start on the right then work toward the left. Make sure to carry when adding and borrow when subtracting. The only difference is that now we just included one more number. Instead of 2 digits now we have 3.
7. Explain and work on this concept for 1 week.

Week 8

8. After the first week refresh the students memory by doing some oral review questions, such as asking what the steps are when adding and subtracting 3 digit numbers.
9. Throw some sample questions on the board and have some students answer them.
10. Now that you feel they have been refreshed on the concept. Explain to the student the place value way to break down a problem. Explain to them that two weeks ago we did it with 4 two digit numbers. And that now we can use the same rules by breaking down a problem that adds and subtracts 3 digit numbers. For example:

524+326=

500+20+4+300+20+6=

Then have them group them up by place values. Have all the hundreds, tens and ones together.

500+300=

20+20=

4+6+

Then answer it by place value, when you have all three answers the students will see that the problem has become much easier to solve by using place values. Keep using this strategy until the students are firm.

Explain to the students that you can use this same method when subtracting 3 digit numbers but to remember the subtraction rule, which is you always start with the big number when subtracting. For example

625-438=

600-20-5-400-30-8=

600-400=

30-20= (noticed how I put the bigger number first)

8-5=

Then the same steps follow until you find the answer.

Guided Practice:

Have students break into groups of 2 and have them break down a problem using the place value method on a big sheet of butcher paper. This activity will be the same activity that you did with CCSS 2.NBT.5. The only thing now is that the students are dealing with 3 digit numbers. Give the groups different problems to work with. Mix it up by giving some addition and subtraction problems.

Formative Assessment

Name _____ Date _____

One and Two Step Addition and Subtraction (up to 100)-Quiz 1

1. Mary practiced her dance in dance class 5 times. She also practiced her dance 8 times at home. How many times did she practice the dance?

2. Dan swam laps in his pool. He swam 10 laps the first time and 7 laps the second time. How many total laps did Dan swim?

3. Sam and Peggy have to pick up their crayons after coloring. Sam picked up 6 crayons and Peggy picked up 9 crayons. How many did crayons did they pick up in total?

4. Jane and Barbara were picking apples. Barbara picked 13 apples and Jane picked 26 apples. How many apples did they pick together?

_____

5. Joe pitched baseballs in the baseball game. He pitched 9 balls in the first inning and 11 balls in the second inning. How many balls did he pitch?

_____

6. Karen had 18 pennies. Her mother gave her 14 more pennies. How many pennies does she have now?

_____

7. Mrs. Jones taught 16 children in her first class and 22 children in her second class. How many children did she teach all together?

_____

8. Diane is making cupcakes for a party. She baked 25 cupcakes the first time and 12 cupcakes the second time. How many cupcakes did she bake in total?

_____

9. The choir has to practice their songs. They practiced 7 songs the first time and 8 songs the second time. How many songs did they practice?

_____

10. Joey is reading a book. He reads 35 pages the first day and 56 pages the second day. How many pages did he read?

_____

Independent Practice:
Have students do the individual worksheets.

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):
Internet resource
Worksheets from http://www.2ndgradeworksheets.net/ccss2NBT7.htm
Butcher paper
Markers Assorted colors
Assessment from
http://www.mathworksheetsland.com/extras/2/1onetwostep/quiz1.pdf

Guam District Level Lesson Plan   Quarter 2

Name: 2nd Grade Teachers Room: CQuad/D-103		
Content: Math	**Grade: 2nd**	**Timeline: Week 1**

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 by 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 and 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, CCSS Workbook
www.mathworksheetsland.com

Reflection:

Guam District Level Lesson Plan   Quarter 2

Name: 2nd Grade Teachers Room:C Quad/D-103 Content: Math	Grade: 2nd	
		Timeline: Week 2

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	Lesson Objectives/I CAN:
In this lesson students will add and subtract within 20 mentally.	I CAN solve addition and subtraction problems within 20 fluently. I CAN utilize fact families when solving addition and subtraction problems within 20.

Vocabulary:	Focus Question:
Add Subtract One-Digit Numbers Fact Families	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   9   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
http://www.mhschool.com/math/2009/ca/assets/factdash.html
www.mathworksheetsland.com

Reflection:

Guam District Level Lesson Plan   Quarter 2

Name: 2nd Grade Teachers Room: C Quad/D-103		
Content: Math	Grade: 2nd	Timeline: Weeks 3/4

Common Core State Standard:
2. MD.1
Measure the length of an object by selecting and using appropriate tools such as a rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.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.
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Lesson Overview: At the end of this lesson student will be able to use different/appropriate measuring units to measure objects in their everyday lives.	Lesson Objectives/I CAN: I CAN measure and record different objects using the correct measuring unit. I CAN modify ways to measure objects using appropriate units.
Vocabulary: Inches Centimeters Liters Pounds	Focus Question: How would you know which tool to use to find the length of an object? Given a standard unit, how much longer is one object than the other?

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 brainstorms 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. Start with the opening activity
2. Then talk about the different type of measurements. Explain to the students on the ways we can use inches, volume and mass (weight) in our everyday lives and even in the classroom.
3. List different objects for the students and ask them which unit of measurements should we use to measure that object. For example: a textbook> we would use inches, two rocks > mass, orange juice > volume, etc.
4. Tell them that today we will focus on inches and centimeters for group work.
5. Ask students on what tool can we find inches and centimeters. Refer to the last opening step and ask the students if we didn't have anything to measure what can we use to measure things.

Guided Practice:
In a group of three have students measure the following objects using only inches and centimeters:
- Textbook
- Desk
- Filler Paper
- Pencil
- Hand
- Stapler
- Glass bottle
-

Formative Assessment:
Orally question students about the units of measurements
Give a measurement quiz at the end of two lessons
http://www.mathworksheetsland.com/extras/2/14measuretools/quiz1.pdf
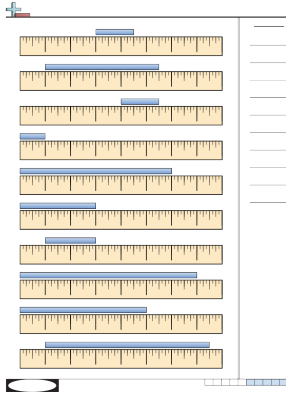
Independent Practice:

Give the students the math independent worksheet. Within this worksheet they will be working with units of measurement to measure different picture using a guide given within the worksheet.

Give homework similar to what the independent work was a bout

For homework have students measure 8-10 objects in their home using the different unit of measurements.

Accommodations/Modifications:

Shorten the lesson, modify instructions, have the student work with a student of a higher benchmark, 1 to 1 guidance with the teacher

Resources (Textbook and Supplemental):

Rulers

Flask

Weight scale

Math CCSS worksheets

DI workbook

Internet resources

Guam District Level Lesson Plan   Quarter 2

Name: 2ⁿᵈ Grade Teachers Room: C Quad/D-103		
Content: Math	Grade: 2nd	Timeline: weeks 3-4

Common Core State Standard:

2. MD.1
Measure the length of an object by selecting and using appropriate tools such as a rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.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.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Lesson Overview At the end of this lesson student will be able to use different/appropriate measuring units to measure objects in their everyday lives.	Lesson Objectives/I CAN: I CAN measure and record different objects using the correct measuring unit. I CAN modify ways to measure objects using appropriate units.
Vocabulary: Inches Centimeters Liters Pounds	Focus Question: How would you know which tool to use to find the length of an object? Given a standard unit, how much longer is one object than the other?

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 brainstorms 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. Start with the opening activity
2. Then talk about the different type of measurements. Explain to the students on the ways we can use inches, volume and mass (weight) in our everyday lives and even in the classroom.
3. List different objects for the students and ask them which unit of measurements should we use to measure that object. For example: a textbook> we would use inches, two rocks > mass, orange juice > volume, etc.
4. Tell them that today we will focus on inches and centimeters for group work.
5. Ask students on what tool can we find inches and centimeters. Refer to the last opening step and ask the students if we didn't have anything to measure what can we use to measure things.

Guided Practice:
In a group of three have students measure the following objects using only inches and centimeters:
- Textbook
- Desk
- Filler Paper
- Pencil
- Hand
- Stapler
- Glass bottle
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Formative Assessment:
Orally question students about the units of measurements
Give a measurement quiz at the end of two lessons
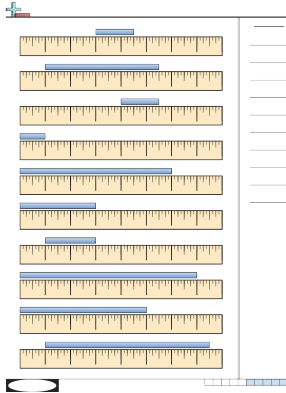**http://www.mathworksheetsland.com/extras/2/14measuretools/quiz1.pdf**

Independent Practice:
Give the students the math independent worksheet. Within this worksheet they will be working with units of measurement to measure different picture using a guide given within the worksheet.
Give homework similar to what the independent work was a bout
For homework have students measure 8-10 objects in their home using the different unit of measurements.

Accommodations/Modifications:
Shorten the lesson, modify instructions, have the student work with a student of a higher benchmark, 1 to 1 guidance with the teacher

Resources (Textbook and Supplemental):
Rulers
Flask
Weight scale
Math CCSS worksheets
DI workbook
Internet resources
http://www.mathworksheetsland.com/extras/2/14measuretools/quiz1.pdf

Reflection: