**Solar Lesson Plan Format**

**Age Level: 2nd Grade**

**Subject(s) Area: Math**

**Materials Needed: Practice Sheet 4.3 (pages 109-112), game Look and See (4-4), Elmo, whiteboards and markers**

**S**tandards**:**

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

**O**bjectives**:**

* **Prior knowledge: Students demonstrated how to solve repeated addition problems on Monday and Tuesday.**
* **Students will apply repeated addition principal to solve repeated addition word problems.**
* **The student will be able to solve problems using information from the bar graph.**

**L**earning Activities:

**Opening Element: Have students gather at the carpet where we will review how to solve repeated addition problems by solving the two problems on the page below.**

**Technology: will use Elmo to project problems on the board.**

**Required Vocabulary: N/A**

**Instructional Methods: Large group and small group work**

**Guided Practice Strategies:**

**Will introduce the repeated addition word problems with the examples outlined below. We will do the first one together as a class. I will then have the students do the next two individually on their whiteboards. When they arrive at the answer, they will need to come and show me their answer before moving on to the next problem.**

**Will have students graph how many students are wearing white shirts, how many students are wearing dark blue shirts, and how many students are wearing light blue shirts.**

**Independent Concrete Practice/Application: Will read individual directions from the sections of the assigned paper. Once their paper is completed, the students will work in pairs on the Look and See game to practice repeated addition. Will go over the instructions for the Look and See game once the student hands in their paper. Will have students repeat what they are going to do. Will dismiss students back to their desk to put away their whiteboards and then see me for their math pages. Students will complete math pages 109 to 112. As they are working on these pages, I will walk around and answer questions that arise.**

**Student will do five**

**Differentiation:**

**Visual: White boards for completing project.**

**Wrap-Up: As students complete their assigned paper, they will practice repeated addition with the game Look and See.**

**A**ssessment:

**Formative: Students will be able to complete the repeated addition problems on their whiteboards that will be done during the group work activity.**

 **Individual Measurability:**

**Summative: The students will demonstrate an understanding of repeated addition word problems by completing pages 109 to 112.**

Reflection:

 Today’s lesson went pretty well, especially for the last group or the higher-level learners. The students in both groups were pretty engaged in the review of arrays and the introduction of the word problems dealing with arrays. The first group, however, were more interested in visiting with one another rather than listening to the directions for their assignment (this happens a lot during the day and happens to all teachers who have this grade level). I had to review the directions another time to be sure they all knew what was expected of them. (Their visiting/talking is a problem during all lessons taught. Mrs. McLeod and I have tried to brainstorm ideas we could use to get them to stop visiting and focus on their learning.) I had plenty of activities for the students to work on once they completed their assignment which minimized the amount of talking that the students were doing.

 There really is nothing I would change with this lesson except for finding a way to minimize their talking. They get individual rewards through Class Dojo and are working toward a classroom reward with pompoms, but with these two measures in place, the class as a whole still continues to visit a lot with their neighbor.

 I felt that the students had a pretty good grasp on what an array was and were able to solve problems using arrays. I liked their Skittles project where they had to make an array, draw the array, write their number sentence, and solve their array. This activity was a good way for the students to better understand arrays. This project took the place of the game that was first outlined in my lesson plan.

 Today, I did not have the opportunity to use Elmo for this lesson as he was not working properly. Therefore, I wrote the examples on the board and had the students solve them. When I arrived at the word problems, I read them to the students a couple of times so they could get the information they needed to solve their problems.

Repeated Addition Problems:





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Mr. Jones has 2 rows of pumpkins with 4 pumpkins in each row. How many pumpkins does Mr. Jones have altogether?

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The librarian has a bookshelf with 5 shelves. She puts 3 books on each shelf. How many books does the librarian have?

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The gym teacher laid out 4 rows of basketballs. In each row, he had 6 basketballs. How many basketballs did the coach put out?

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