**Teacher:** Mrs. Erin Glynn

**School:** Longwood Elementary School

**Date:** December 4 **Time:** 11:45-12:45

**Room:** 151 **Grade: 2**

**Demographics:**

The class is made of 25 second grade students. 14 students (56%) receive free lunch. 7 (28%) of the students are English Language Learners, out which 2 are at an emerging level; 4 are at a developing level and 1 is at an expanding level. There are 2 students with Individual Education Plans, one of which is academic and the student receives literacy and math instruction outside of the general education classroom; the other student has a speech IEP but it does not affect his performance. According to the fall Curriculum Based Measurement in math concepts and applications, 18 (72%) are Tier 1; 2 (8%) are Tier 2 and 5 (20%) are Tier 3.

**Standards to be addressed:**

2.OA.A.1 Operations and Algebraic Thinking

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 by using drawings and equations with a symbol for the unknown number to represent the problem.

In this lesson the students are going to focus on the various types of single step word problems (putting together, start unknown and change unknown).

Aspects of Rigor:

*Conceptual Understanding:* The students will be able to determine the type of word problem that is being solved (putting together, start unknown and change unknown) based on the information that is provided in each problem.

*Procedural Skill:* The students will identify and organize the information given in the problem, and determine strategies that can be used to solve it.

*Fluency and Application:* Students can use their knowledge of addition/subtraction facts to solve word problems, students will be able to apply various strategies to solve and check their thinking.

**The Lesson:**

*Materials:* Smartboard lesson notebook, white board slates, dry erase markers, ELMO, pencils, packet of word problems, bags with tools for optional student use (base 10 blocks, number lines, counters, ten frames)

*Anticipatory Set:*

* Introduce the learning target for the lesson (I can use different strategies to persevere in solving word problems). Review what it means to persevere.
* Ask students to brainstorm in their tables strategies that we have used in solving word problems from previous lessons.
* Share out to class from team discussions as teacher collects ideas in circle map (Thinking Map).

*Lesson:*

* Review procedures of solving word problems (organize information, use a strategy to solve, use a second strategy to check work, be ready to explain your thinking)
* Display a word problem (putting together) on the board, choral read the problem and students solve it on slates using the optional tool bags as they desire.
* Volunteers come to show slate under the ELMO and describe a strategy that they used and their thinking as they solved it.
* Display a new word problem (change unknown) on the board, choral read the problem and students solve it on slates using the optional tool bags as they desire.
* Students share their strategies and thinking at their table.
* Teacher will display a self-assessment target on the board. Students determine where they fall on the target in order to determine which learning group meets their needs.
	+ Group 1: Feels they are meeting the target and can help a partner, or are mostly meeting the target but may need help from a partner.
		- This group will be given a packet containing a variety of word problems. They will have their slates and tool bags as optional resources and find a spot on the floor around the room where they can work. Students will read the problem together, solve individually and then share their strategies. If the students came up with differing answers they will review their work together to try to find the error.
	+ Group 2: Feels they will best meet their learning needs by working in a small group with the teacher. Students have the option of joining an independent group as they feel comfortable.
		- This group will join the teacher at the front of the room to continue solving word problems. The problems will be displayed on the board and read together. Students will also have the word problems on their packets. After the problems are read students will organize the information and use two strategies to solve and check their work. Students will share their strategies and thinking.

*Closing/Reflection:*

* Students will return to their seats and do a self-reflection thumbs up-I’ve got it/thumbs sideways-I’m getting it/thumbs down-I’m having trouble.
* A two-step word problem will be displayed on the board and read together. Students will discuss how the problem differs from the problems solved during the lesson and possible strategies that could be used to solve it.
* The teacher will explain that in the following lessons they will be working on completing word problems that take multiple steps.

*Core Action 1:*

1. The lesson focuses on grade-level clusters, grade-level content standards or parts thereof.
2. The lesson intentionally relates new concepts to students’ prior skills and knowledge.

*Core Action 2:*

C. The teacher provides time for students to work with and practice grade level problems and exercises.

*Core Action 3:*

B. The teacher establishes a classroom culture in which students explain their thinking.

E. The teacher has established a classroom culture in which students choose and use appropriate tools when solving a problem.